Lesson Plans

(English)

Term … 3

Level … 1

Lesson Plans
(English)

Term ... 3

Level ... 1

Lesson plan Layout
(English)

Level 1
Term 3

Wks	Communication	Reading	Writing	Assessment
1	▪ Review of short vowel sound ▪ Introducing and greeting	▪ Text **"Rani and the Gold Fish"** a. Reading Aloud b. Word Puzzle	▪ Start with Capital Letters	×
2	▪ Review of long vowel sound ▪ Listening **(Animals Says Good Night)**	▪ Poem **"My Cat"**	▪ Parallel Paragraph Writing	✓
3	▪ Rhyming Words ▪ Dictation	▪ Text **"Bano's Best Toy"** a. Reading Aloud b. Word Recognition	▪ About Shapes	×
4	▪ Rhyming Words ▪ Listen and Draw **(Finding a friend)**	▪ Extensive Reading	▪ Week – Days	✓
5	▪ Difference of Sound **(Can –Cane)** ▪ Listening a Text **(Animals on farm)**	▪ Text **"Hares"** a. Reading Aloud b. Profession **(Belongs to)**	▪ About Daily Routine	×
6	▪ Making of Rhyming words ▪ Apologizing	▪ Text: **"Imran and Deeba Play Cricket"**	▪ Whose things are ~~they~~? **(Possessives)**	✓
7	▪ Read your Alphabet ▪ Riddles **(About Animals)**	▪ Text **(Every Day)** a. Reading Aloud b. Words Making	▪ Cross Word Puzzle **(Number)**	×
8	▪ Making pair of words ▪ Asking and Telling Time	▪ Poem **"My Doll"**	▪ About Party **(Past Form)**	✓

Lesson Plans
(English)

Level: 1

Term: 3

Week: 1

Communication	**Reading**	**Writing**	**Assessment**
• Review of short vowel sound • Introducing & Greeting	• Text **"Rani and the Goldfish"** • a. Reading Aloud b. Word Puzzle	• Start with Capital Letters	×

Level: 1 Term: 3 Week: 1 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - recognize the short vowel sound
   - pronounce the sound properly
2. **Function:** Pronouncing the sound
3. **Activity:** Picture Reading
4. **Material:** Worksheets **(Short Vowel Review)**

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5. Procedure:

a. Presentation
- Write the vowel letters on the board.
- Ask your learners to produce the sound of each vowel.
- Ask them to give a word for each letter and write them under it accordingly.
- Ask about more words of the same sound and make lists of words on the board. under each vowel.

b. Worksheets
- Say the words and class repeats after you.
- Distribute worksheets.
- Ask about the names of each picture. They can guess with the vowel sound.

Task 1: - Ask them to complete the name of each picture and write the sound vowel inside the picture
- Give them a choral drill of each word and spellings.

Task 2: Ask them to add more words under each letter in the picture.

e.g.. **a**
bat

- If times allows they can colour the picture.

6. Follow-up:
- Repeat Task 2 for homework.

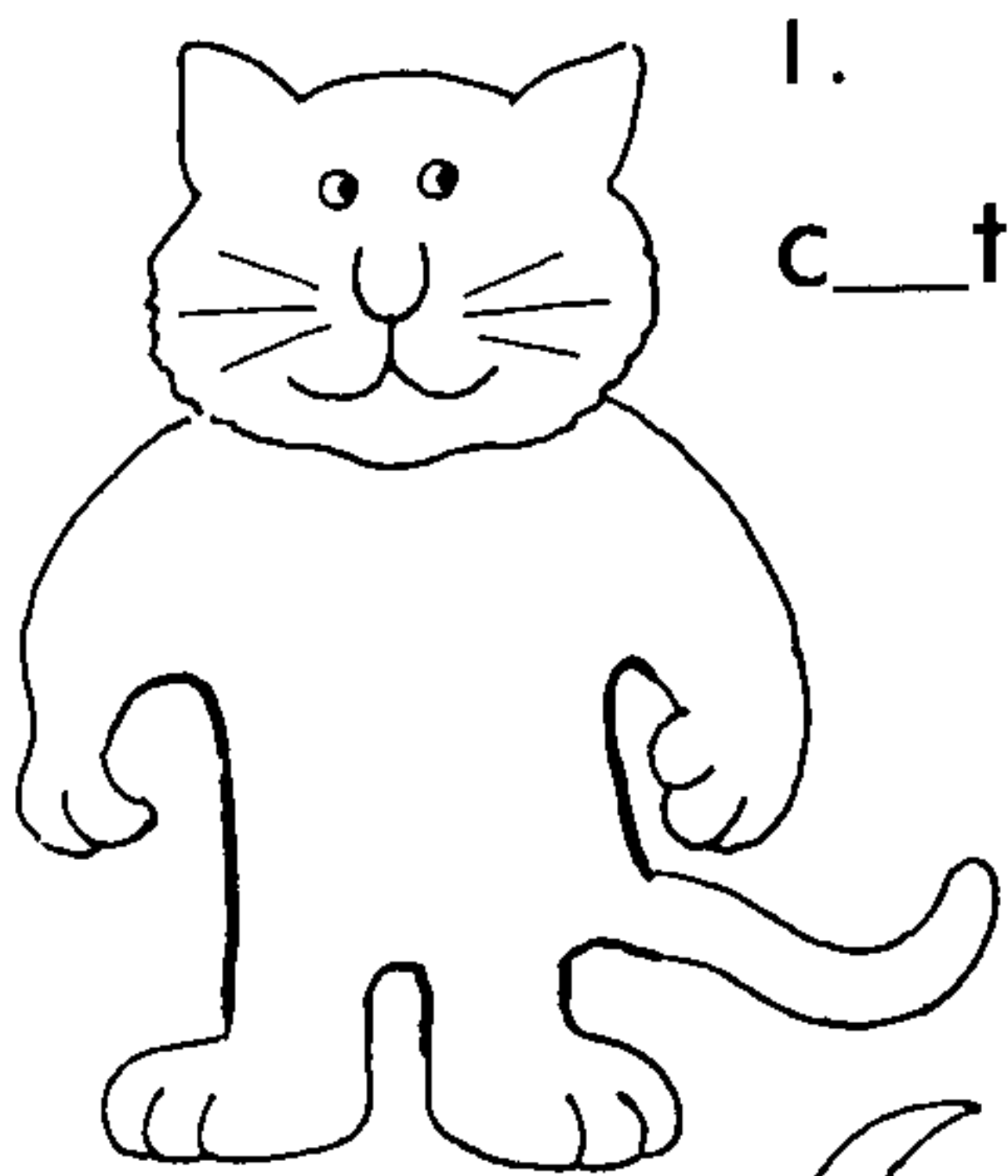
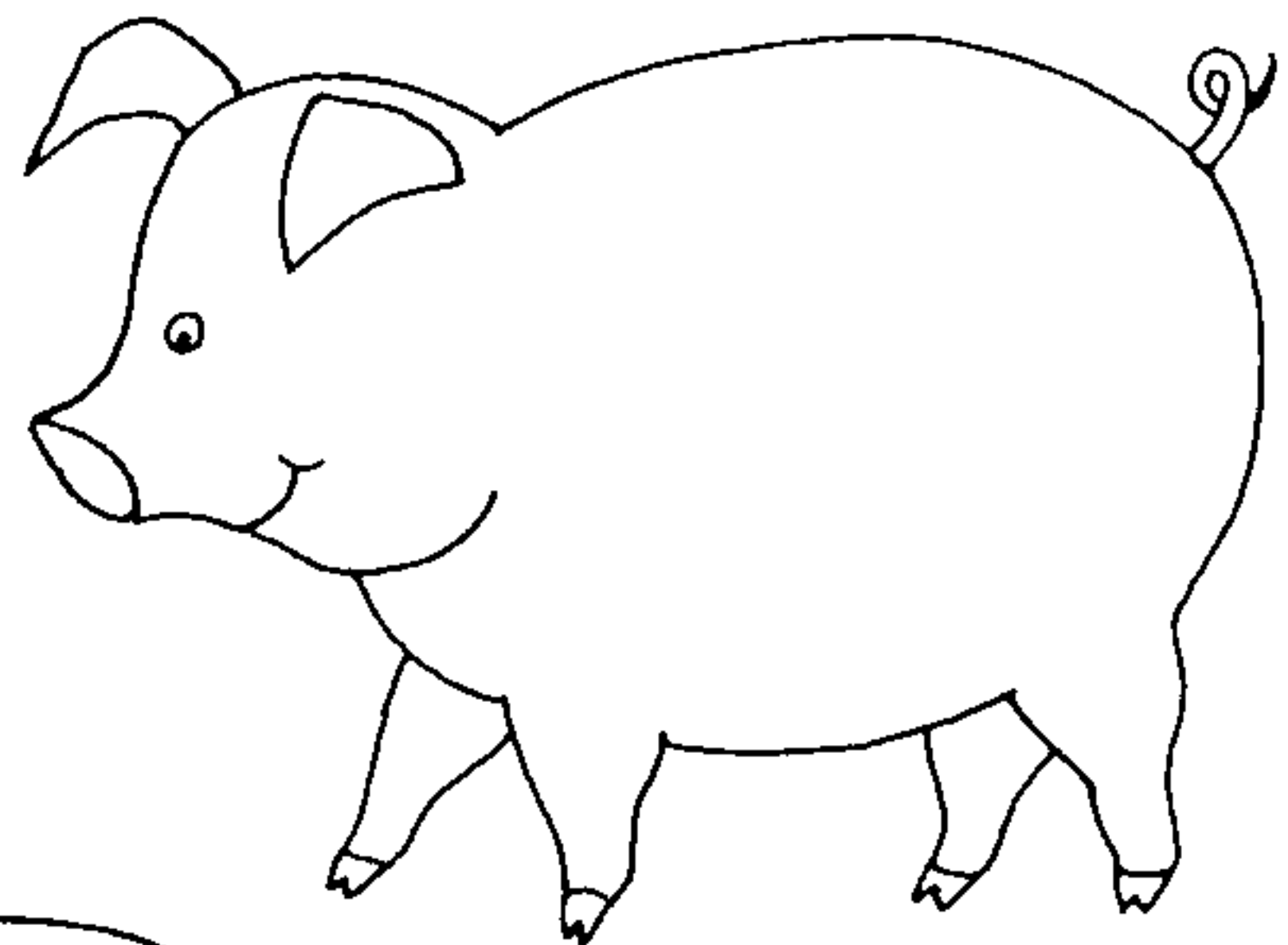
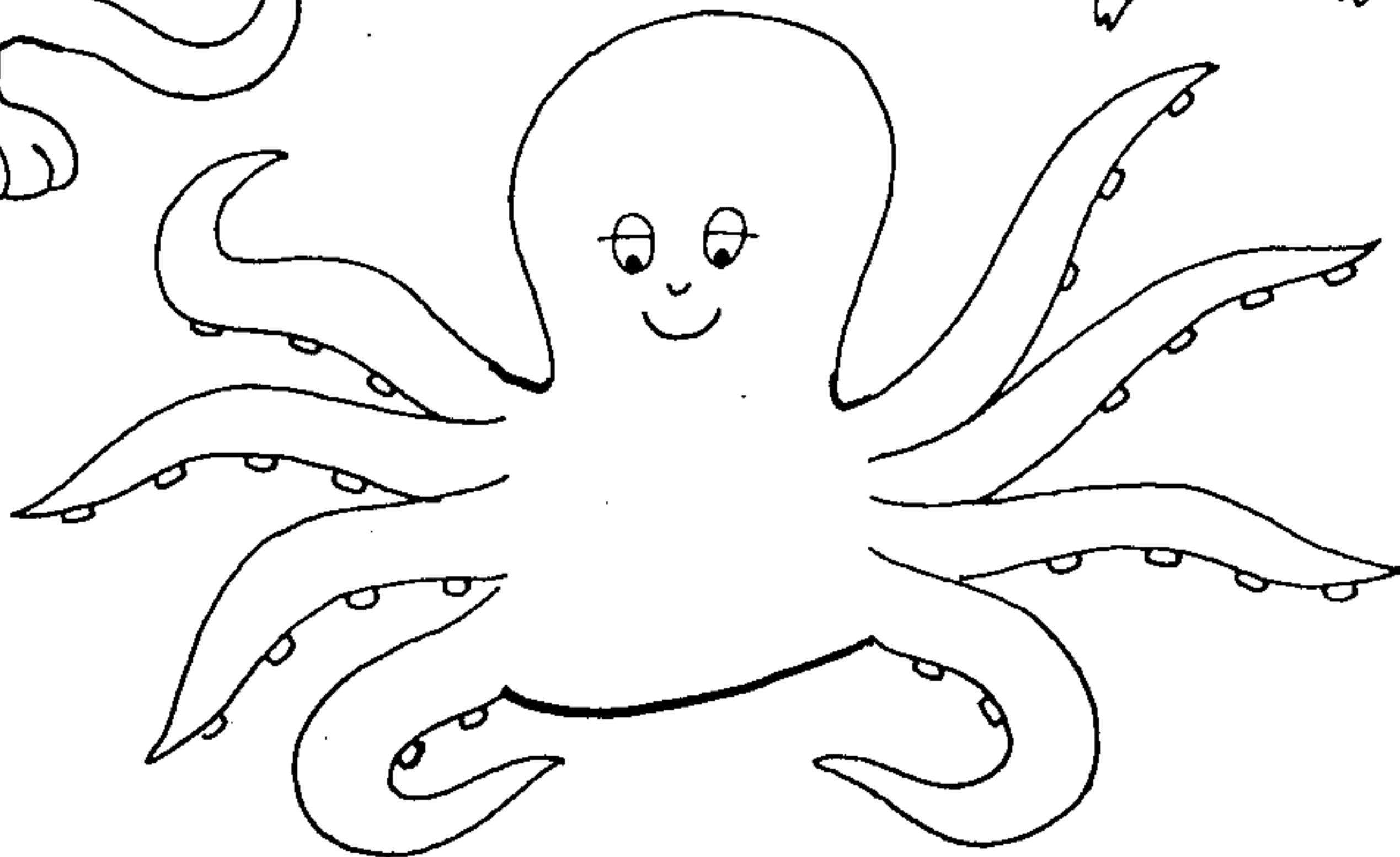
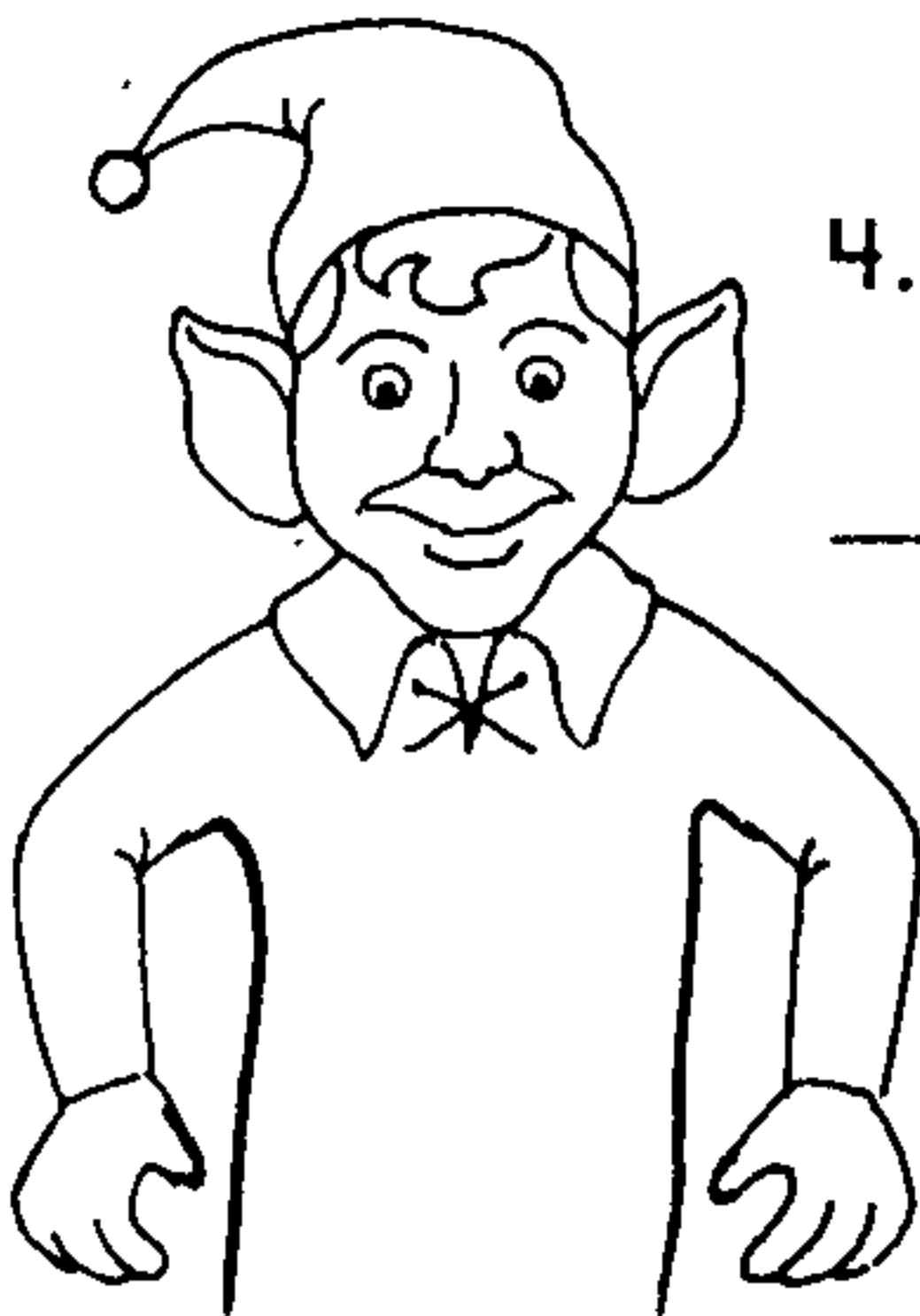
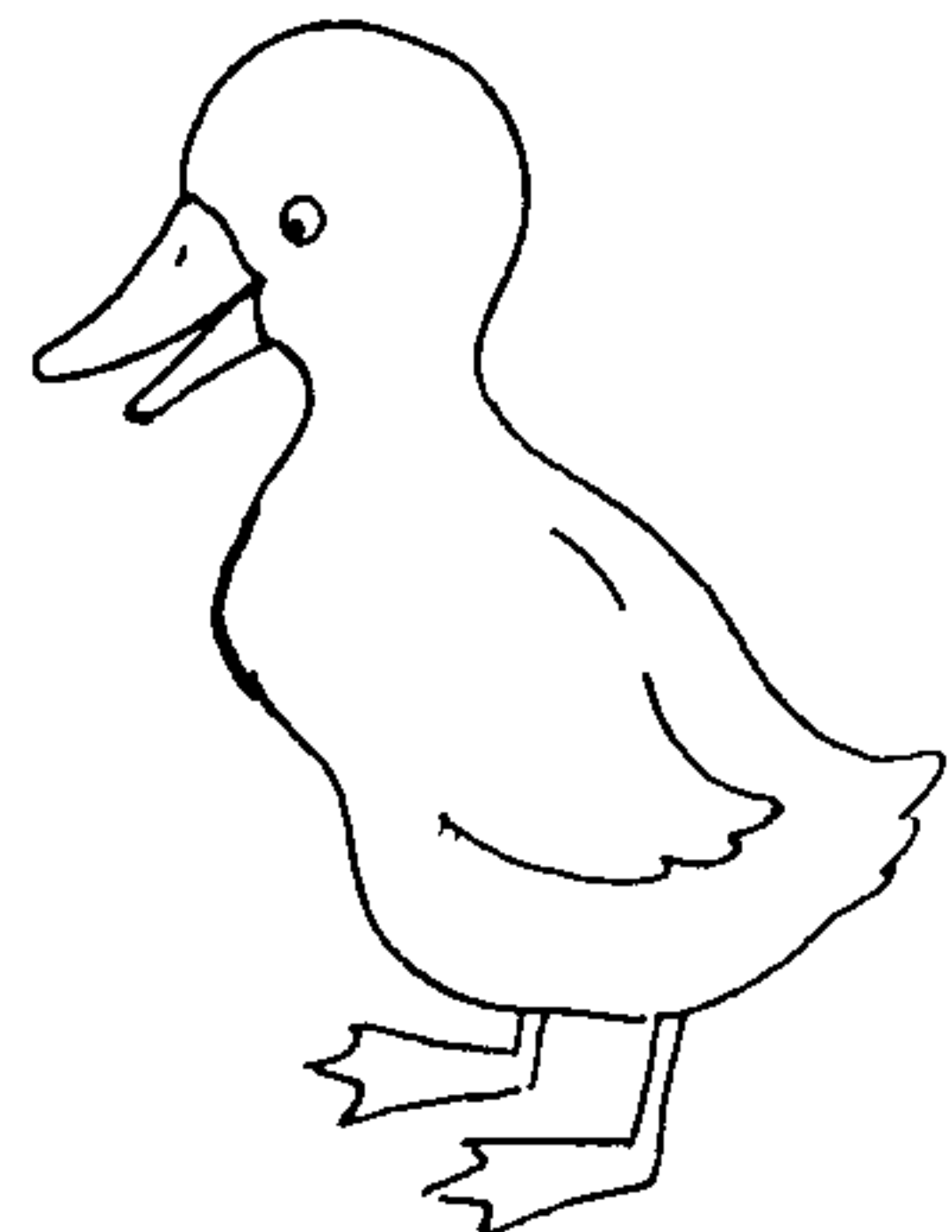
⋆ **Free Writing .... (5 Mins.)**

Level: 1 Term: 3 Week: 1 Day: 1	Worksheet	Communication

Short Vowel Review

Say the name of each picture. Each has a short vowel sound. Use the letter stickers– a e i o u. Put them on the pictures where they belong, then finish the word.

2

Skill: reviewing short vowel sounds

Level: 1 Term: 3 Week: 1 Day: 3	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read and understand the text
   - skim and scan and follow the difficult word
2. **Skills:** Reading Comprehension (Silently)
3. **Topic:** 'Rani and the Goldfish'
4. **Material:** Text pages (**Rani and the Goldfish**), Worksheets

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5. Procedure:

a. Pre-Reading

- Talk about fish, and their types. Check if they have seen aquarium
- Ask directly about the goldfish and write on the board.

b. Text Page

- Distribute the text pages and talk about the pictures.
- Ask them to find the following words in the text and count, how many time they appear in the text.

  cat, goldfish, Rani

- Write the topic on the board and prepare them to read a story about gold fish

c. Reading

Step 1. Reading Aloud by the teacher (Only for once or twice)

Step 2. Write the word- **careful** on the board and ask meaning. After that write the examples. (Rub the board, when meaning is clear)

- **Asma is very careful. She keeps her dress neat and clean. She never walks on the wet ground or sits on the floor.**
- **Riaz keeps his bag on the shelf. He is very careful. He never throws his books and copies on the floor or on the table.**

d. Worksheet

Task 1
Task 2
Task 3
Task 4

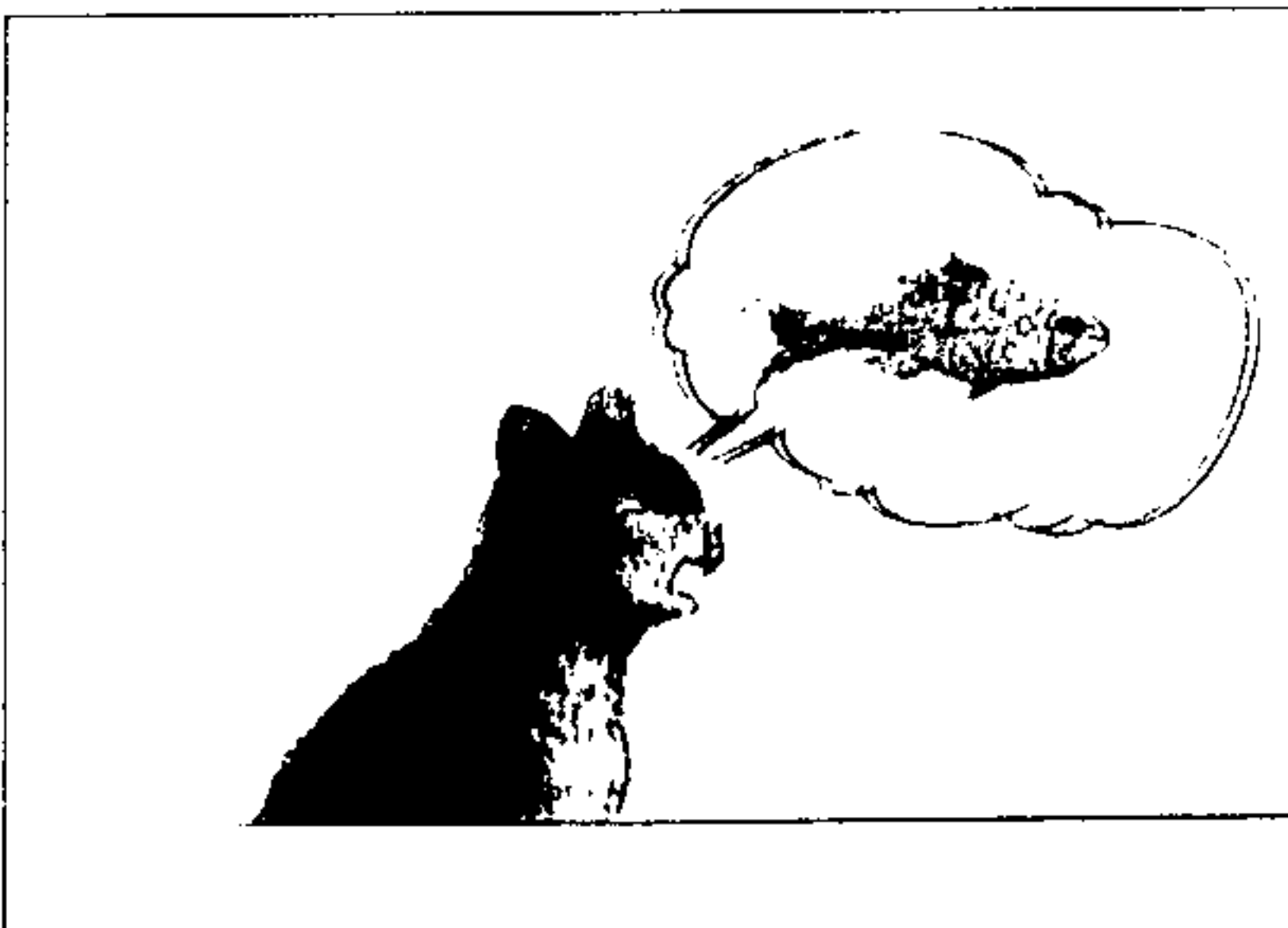
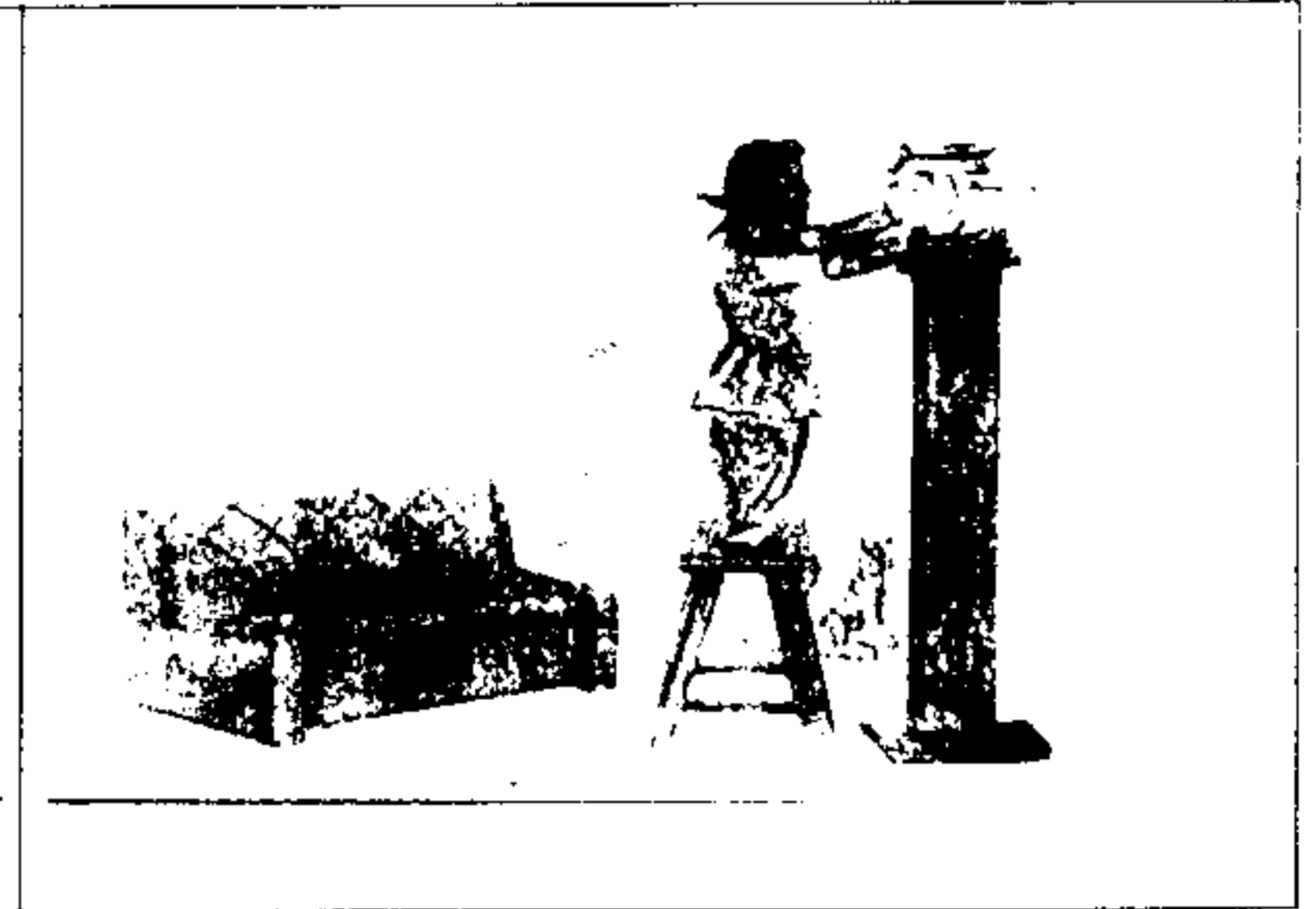
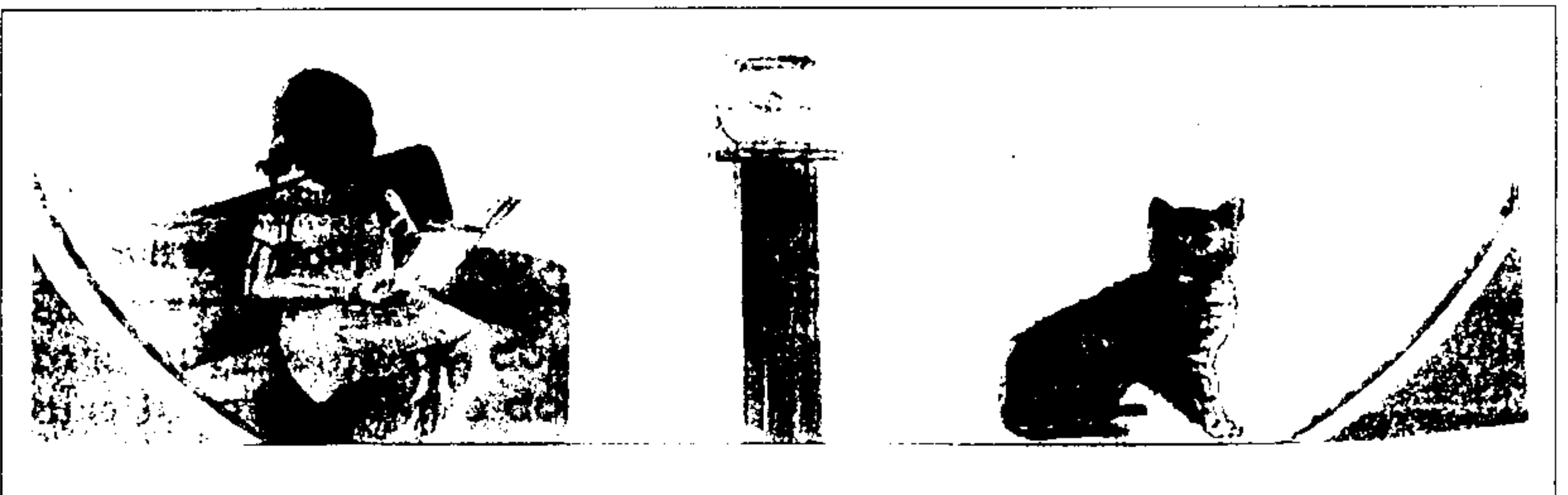
6. Follow Up: Draw a fish and a cat and write two lines about them.

Level: 1
Term: 3
Week: 1
Day: 3

Text Page

Rani and the Goldfish

Rani has a goldfish.

She has a brown cat.

The cat wants to eat goldfish.

But, Rani is very careful.

She keeps the gold fish far away from the cat.

Level: 1 Term: 3 Week: 1 Day: 3	Worksheet	Date

Task 1. Read the text and find words for the gaps.

Rani has two things. 1. ____________

2. ____________

Colour of cat: ____________

Colour of fish: ____________

Task 2. Read the story and complete the sentences.

- Rani keeps her fish in a ___________.
- Rani keeps the goldfish ________ from the cat.
- Rani is very ___________, she keeps her fish far away from the cat.

Task 3. Answer the questions.

1. What is the colour of the cat?

   ____

2. Where does she keep her fish?

   ____

Task 4. Tick the right answer.

Rani keeps the goldfish far away because:

________ she wants to show it to all.

________ the cat wants to eat the fish.

Level: 1 Term: 3 Week: 1 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
a. read with fluency and correct pronunciation
b. learn the spellings of the words

2. Skills: a. Reading Aloud
b. Word Puzzle

3. Topic: a. Previous day's lesson, b. Just for fun

4. Material: Text page **(Rani and the goldfish)**, worksheets **(Just for Fun)**

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5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure as suggested

b. Word Puzzle **(20 Mins)**

Task 1: Ask them to find as many words as they can

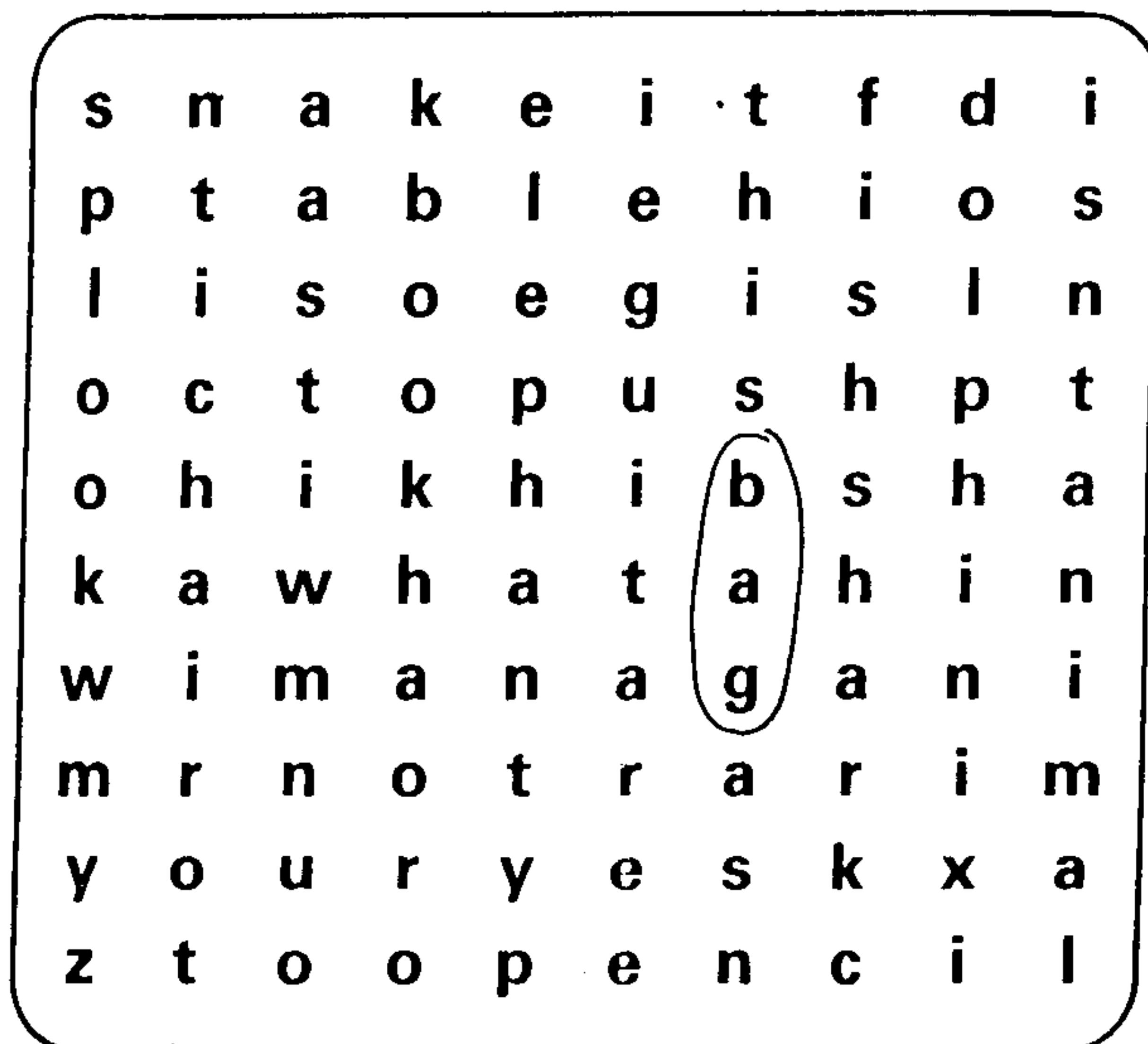
Task 2 They should copy the words in alphabetical order.

⋆ **Free Writing .... (5 Mins.)**

Level: 1		
Term: 3	Worksheet	Date
Week: 1		
Day: 4		

Just for Fun

Task 1: **Find words in this box:**

s	n	a	k	e	i	t	f	d	i
p	t	a	b	l	e	h	i	o	s
l	i	s	o	e	g	i	s	l	n
o	c	t	o	p	u	s	h	p	t
o	h	i	k	h	i	b	s	h	a
k	a	w	h	a	t	a	h	i	n
w	i	m	a	n	a	g	a	n	i
m	r	n	o	t	r	a	r	i	m
y	o	u	r	y	e	s	k	x	a
z	t	o	o	p	e	n	c	i	l

Task 2: Copy the words in alphabetical order.

____

____

Level: 1
Term: 3
Week: 1
Day: 5

Lesson Plan — **Writing**

1. **Objectives:** The learners will be able to:
   - use capital letter for proper nouns
   - use capital letter for the proper nouns in a sentence
2. **Function:** Identifying and writing capital letters
3. **Activity:** Personal Information
4. **Material:** Worksheets (**Start with Capital Letters**)

5. Procedure

a. Preparation

- Check if they know the difference of **common noun** and **proper noun** by giving examples.

boy ---------- Ahmad
city --------- Mansehra

- Take more examples from the students and put them on the board.

b. Pre - Writing

- Ask questions orally on personal information.
- Focus information of the worksheet and ask questions on each item.
- You can add more questions.

c. Worksheets

Distribute the worksheets and ask them to complete the sentences. Make them conscious about the use of capital letters and also a full stop at the end of the sentence. Write the following instructions on the board.

Capital letters are used before the:

- **names of persons.**
- **names of the place.**
- **names of the weekdays.**
- **names of the months.**

Full stop is used at the end of a sentence.

→ Ess Eng p # 26 Task (2). [illegible] (write in c.w copy)

d. Peer checking

Ask them to focus on the use of capital letter and the full stop according to the given instruction on the board.

e. Feedback

Have a look on the worksheet. If you find common mistakes, then explain them on the board.

6. Follow Up:

- Write five lines about yourself!

Level: 1 Term: 3 Week: 1 Day: 5	Worksheet	Writing

Start with capital letters

My name is ....

ı live in ....

Today is ....

This month is ....

.... month will be ....

We go on holiday to ....

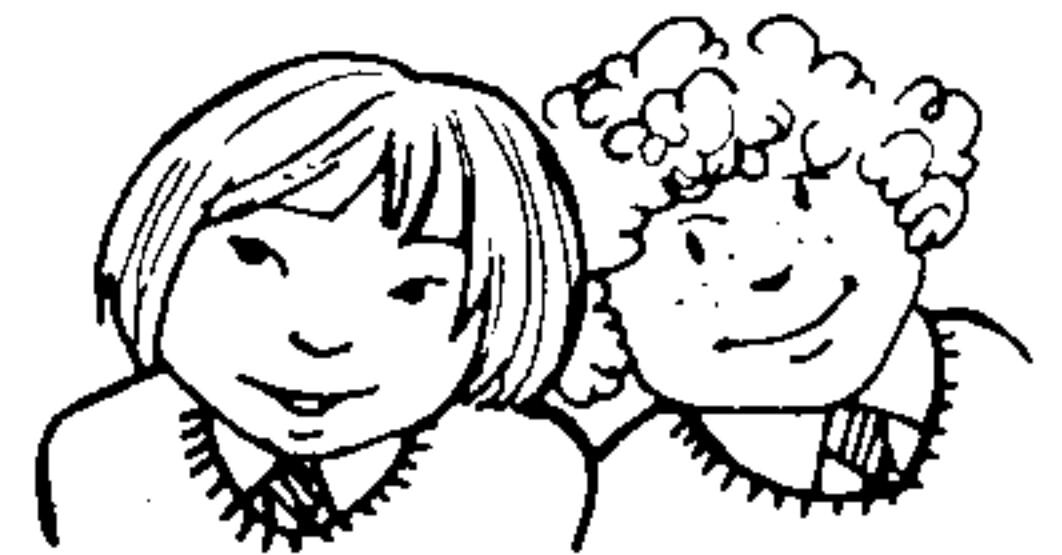
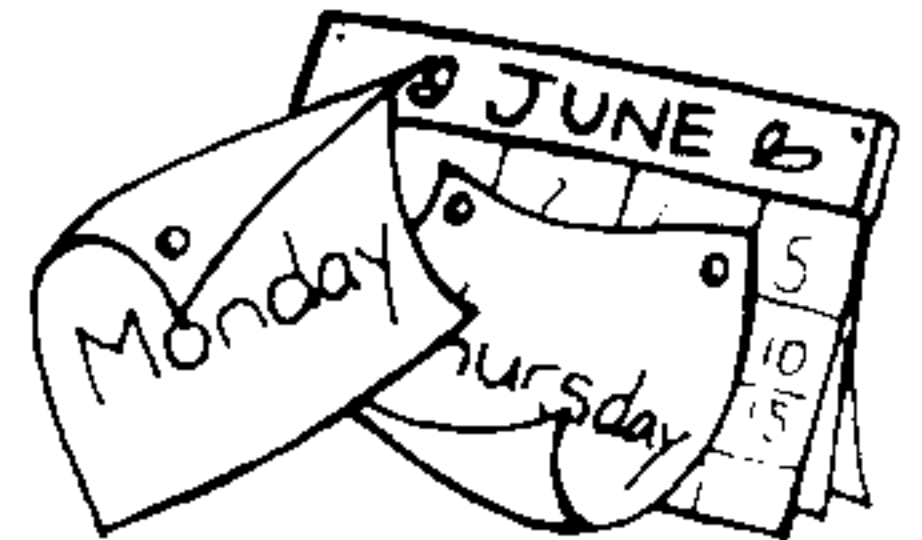
My best friend is ....

My school is at ....

My birthday is in ....

My favourite day is ....

We don't go to school on ....

Remember the full stops!

Lesson Plans
(English)

Level: 1

Term: 3

Week: 2

Communication	Reading	Writing	Assessment
• Review of **long vowel** sound • Listening "**Animals say Good Night**"	• Poem " **My Cat**"	• Parallel Paragraph Writing	✓

Level: 1 Term: 3 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize and practise the long vowel sound.

2. Function: Recognizing the sounds.

3. Activity: Colouring the sound words

4. Material: Worksheet (**Long Vowel Review**), Colour pencil & markers (red, green, yellow, brown, blue)

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5. Procedure:

a. Presentation

- Write the vowels with long sound words on the board and pronounce properly
- Ask your learners to repeat after you.

a --- cake

e --- sheep

i --- kite

o --- come

u --- cube

- Ask them to give more words to add in the list on the board.

b. Worksheet

Follow the instruction, given in the worksheets.

6. Follow up:

Ask them to write two words of long vowel sound for each vowel.

⋆ **Free Writing .... (5 Mins.)**

Level: 1
Term: 3
Week: 2
Day: 1

Worksheet

Communication

Long Vowel Review

Say the words in each space.

Color the long a words
Color the long e words
Color the long i words
Color the long o words
Color the long u words

smile
tie
hose
mule
seal
suit
play
key
bake
grow
home
cake
rain
bike
ice
rose
cheese
monkey

Skill: reviewing long vowel sounds

Level: 1 Term: 3 Week: 2 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and understand the text
- listen and identify information in the text

2. Function: Understand the sounds of animals

3. Activity: Listening and Box Filling

4. Material: Worksheets (**Animals Say Goodnight**)

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5. Procedure

a. Preparation

Talk about animals. Ask about those animals, which are kept as pets.
Take responses from the students. Write the names of those animals on the board which are included in the poem. Prepare your class that they are going to listen a poem attentively which is about animals and their sounds.

b. Listening

1st Step: Ask them to listen the poem. Read the following poem in a rhythmic tone. Write the topic on the board.

2nd Step: Read the lines and students follow you in chorus. Repeat more than twice or as it is required.

c. 3rd Step: Worksheet

Task 1

Task 2

Peer checking and feedback

Listening Text

Animals Say Good Night

At the end of each day
The animals say
Thank you' Mr. Farmer!
The cow says ' Moo,
The pigeon says 'Coo,
The sheep says ' Baa,
The goat says 'Maa ,
The hen says 'cluck, cluck,
Quack, Quack' the duck,
The dog 'Bow, Wow
The cat' Meow,
The horse says 'Neigh"
I love sweet hay.
When the shed is locked tight
Mr. Farmer says, 'Goodnight'.

Level: 1 Term: 3 Week: 2 Day: 2	Worksheet	Date

Task 1: **Listen to your teachers and write ✓ for correct sentences × for wrong sentences.**

- *Animals say to Mr. Farmer" Thank you.* ____________
- *The cow says 'Maa.* ____________
- *The pigeon says 'Coo.* ____________
- *The sheep says ' Baa.* ____________
- *The duck says 'Moo.* ____________
- *The Cat says Meow.* ____________
- *The horse say ' Good night'.* ____________
- *Mr. Farmer says, 'Neigh'.* ____________

Task 2: **Listen again and write the names of animals against their sounds.**

	Moo

	Maa

	Neigh

	Quack

	Cluck

	Meow

Level: 1 Term: 3 Week: 2 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and enjoy the poem
- think more about the poem

2. Skills: Reading for pleasure

3. Topic: **'My Cat'**

4. Material: Poem pages (**My Cat**), Worksheets

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5. Procedure:

a. Poem Reading

Follow the suggested procedure, given in 1st **Term and 2nd Term**

b. When reading is over, ask them to:

1. **Underline the describing words (Adjective).**
2. **Think and write more adjectives for the cat.**
3. **Also write some adjectives for the mouse.**

Note: (They can write on the text page)

⋆ **Free Writing .... (5 Mins.)**

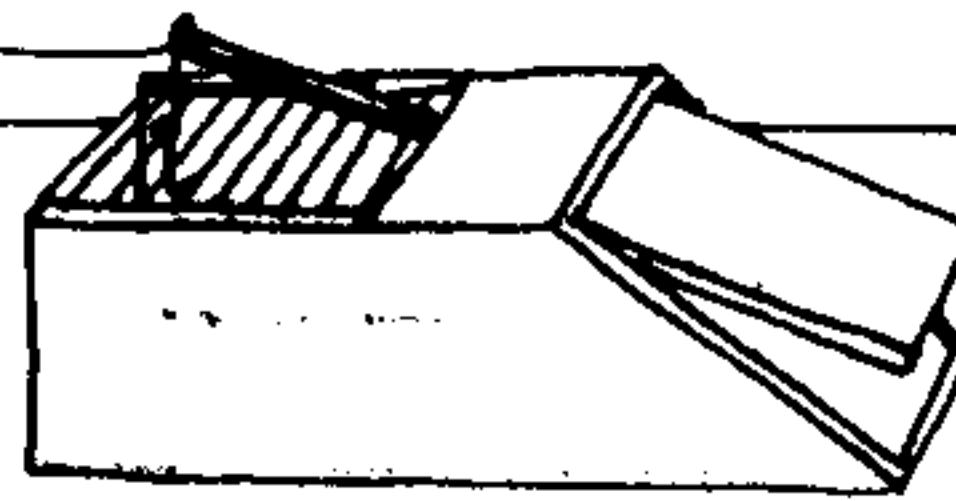
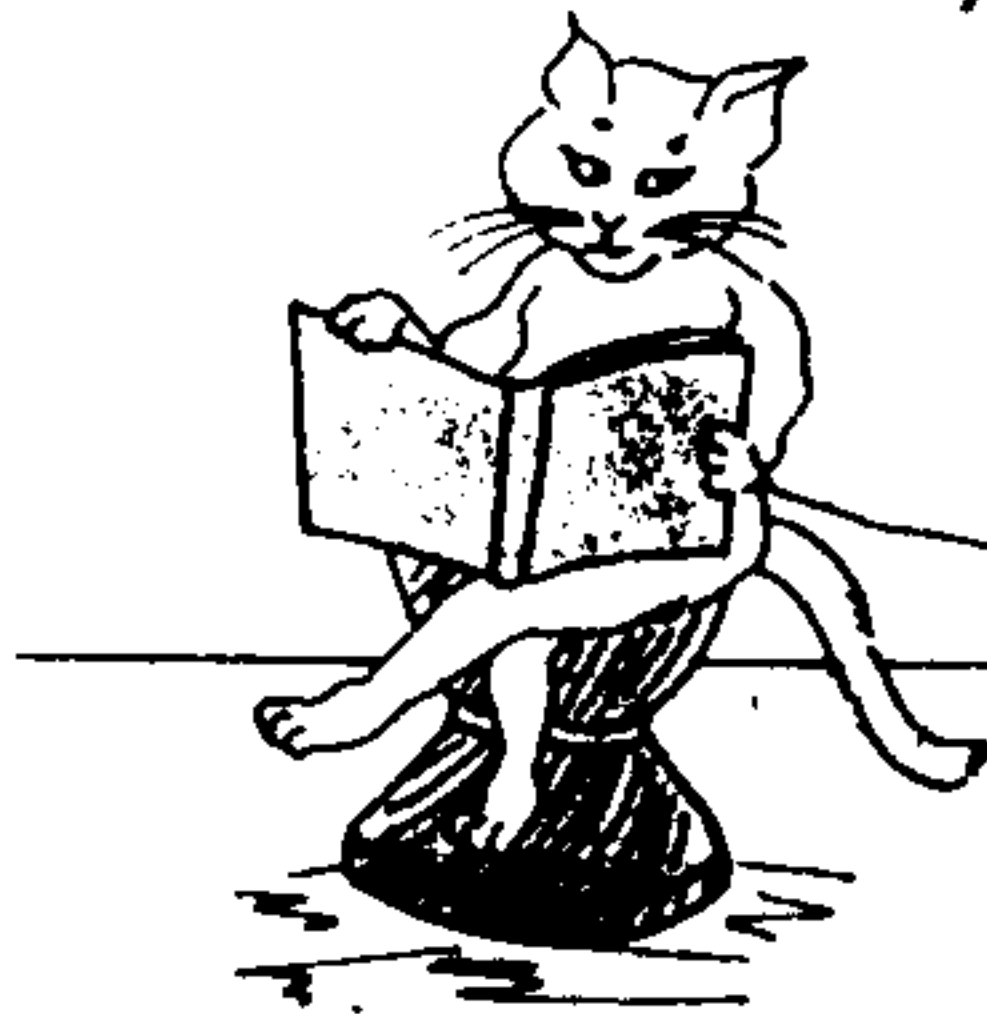
Level: 1
Term: 3
Week: 2
Day: 3

Poem Page

My Cat

I have a cat,
His name is Rish,
His fur is white,
And he likes fish.

He hunts and walks,
About my house,
He's always out,
To catch a mouse.

I play with him,
And keep him clean;
A smarter cat,
You've never seen.

Level: 1 Term: 3 Week: 2 Day: 4	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - complete sentences in a form of paragraph
   - rewrite sentences in a form of paragraph
2. **Function:** Describing persons
3. **Activity:** Parallel - Writing
4. **Material:** worksheets (**Two Friends**)

5. Procedure:

a. Pre-writing

- Prepare them they are going to write what they read on the board.
- Write a simple sentence on the board, ask them to read and then rub the sentence from the board (one at a time).
- Ask orally what the sentence was there on the board.

e.g. Salam is my friend .
Razi is her brother.
She is in class one.

b. Presentation

- Tell them they are going read about two friends. Write the following paragraph on the board.
- Say the sentences aloud. Ask the children to repeat sentences after you (many times). Rub the board and distribute the worksheets.

Shehnaz and Zarina are friends. They go to school together. They are in class two. They like to play together. Zarina goes to Shehnaz's house to play.

c. Worksheets

Set the class in groups of three or four members. Ask them to recall about the two friends and write sentences, using the space for each word.

Peer checking

Ask them to take care of the following when they look at each other's work. Write these instructions on the board.

Use capital letters at the beginning of each sentence, proper nouns.
Use full stop at the end of each sentence.

d. Individual Work

Students will rewrite the paragraph themselves.

6. **Follow Up:** Repeat Step - D

Level: 1
Term: 3
Week: 2
Day: 4

Worksheet **Date**

Two Friends

Task 1: Recall the sentences and complete the paragraph.

Shehnaz ______ ______ ______ **friends.** ________

go ________ ________ **together. They** _____

_______ _______ **two .** _______ **like to** ________

__________. **Zarina goes** ________ ________

________ **to** ________.

Task 2: Re-Write the paragraph and also give a heading.

____

____

____

____

____

____

Level: 2 **Term: 3** **Week: 2** **Day: 6**	**Assessment**

Task 1. **Draw a circle ◯ a around the words which have *short* vowel sound and square ☐ around the words which have *long* vowel sound.** (2)

cake **key** **sheep** **read**

kite **nose** **come** **cup**

Task 2. **Match the sounds with the animals.** (2)

moo	**hen**
neigh	**cat**
cluck	**cow**
meow	**horse**

Task 3: **Complete the paragraph.** (3)

Saima and ____________ ____________ friends.

They ____________together in the ____________. They

____________ in class ____________. They ____________

to school ____________.

Task 4. Read the following story and do the task. (3)

Nisar has a cat and a small parrot.

The cat wants to eat the parrot. But

Nisar is very careful. He always keeps

his parrot in the cage.

a. Write answers.

1. What does Nisar have?

____

2. What does the cat want?

____

b. Tick the right answer.

Nisar is very careful, so

- **he ties his dog with a rope.**
- **his parrot lives in a cage.**

Lesson Plans
(English)

Level: 1

Term: 3

Week: 3

Communication	**Reading**	**Writing**	**Assessment**
• Rhyming Words • Dictation	• Text "**Bano's Best Toy**" • a. Reading Aloud b. Word Recognition	• About Shapes	×

Level: 1 Term: 3 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- read the rhymes
- pronounce the words properly

2. Function: Recognizing the sounds.

3. Activity: Reading Aloud and colouring

4. Material: Worksheets (**Read the Rhymes**), colour pencils (black, yellow, brown, red, blue, orange, pink

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5. Procedure

a. Preparation

Tell your learners that first they will read the rhyming words and lines. After that they will colour the pictures. So they should be ready with the colours pencils or markers.

b. Worksheets

- Distribute the worksheets and ask them to listen first.

1. **Reading Aloud (by the teacher Only)**
2. **Reading in chorus after the teacher**
3. **Group or paired reading**

- They will colour the pictures according to the instructions in the rhyming lines.

6. Follow Up:

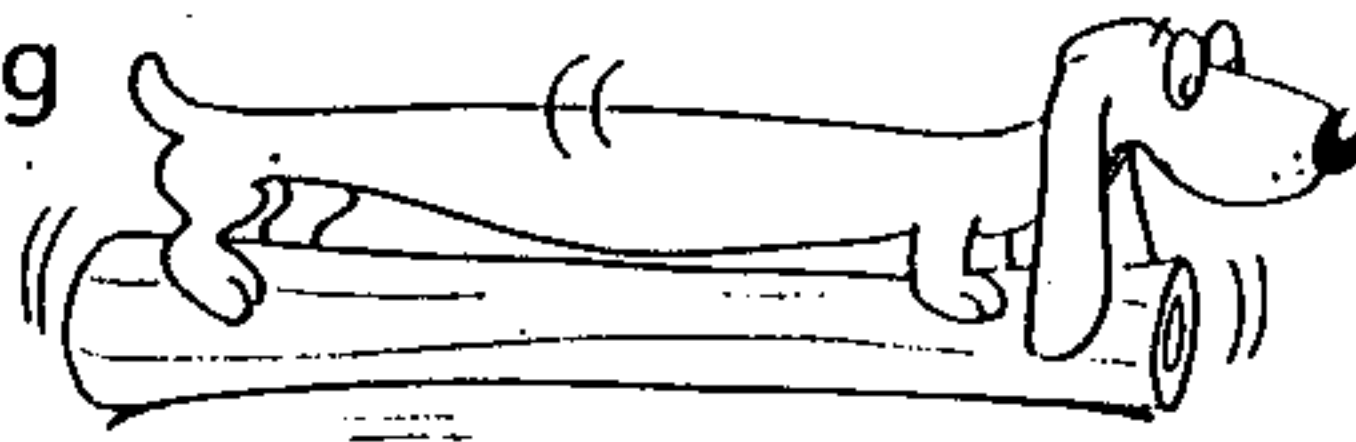
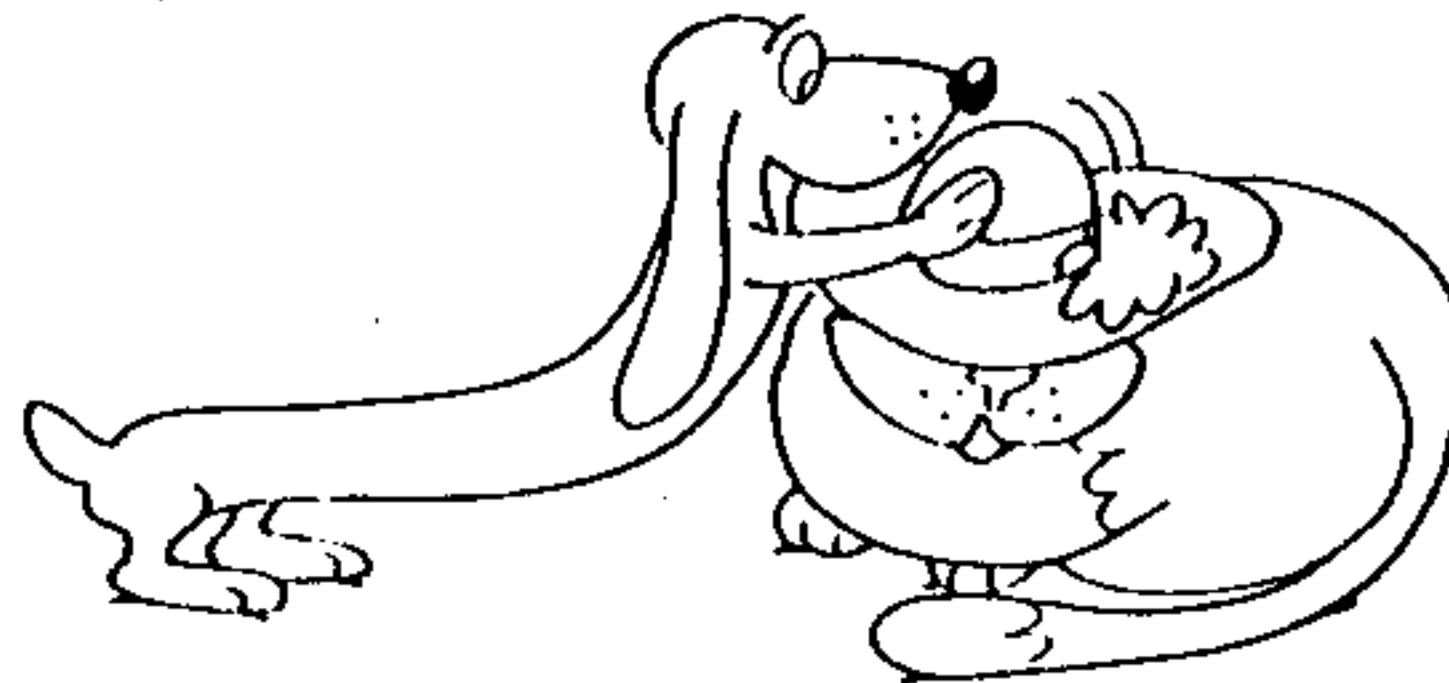
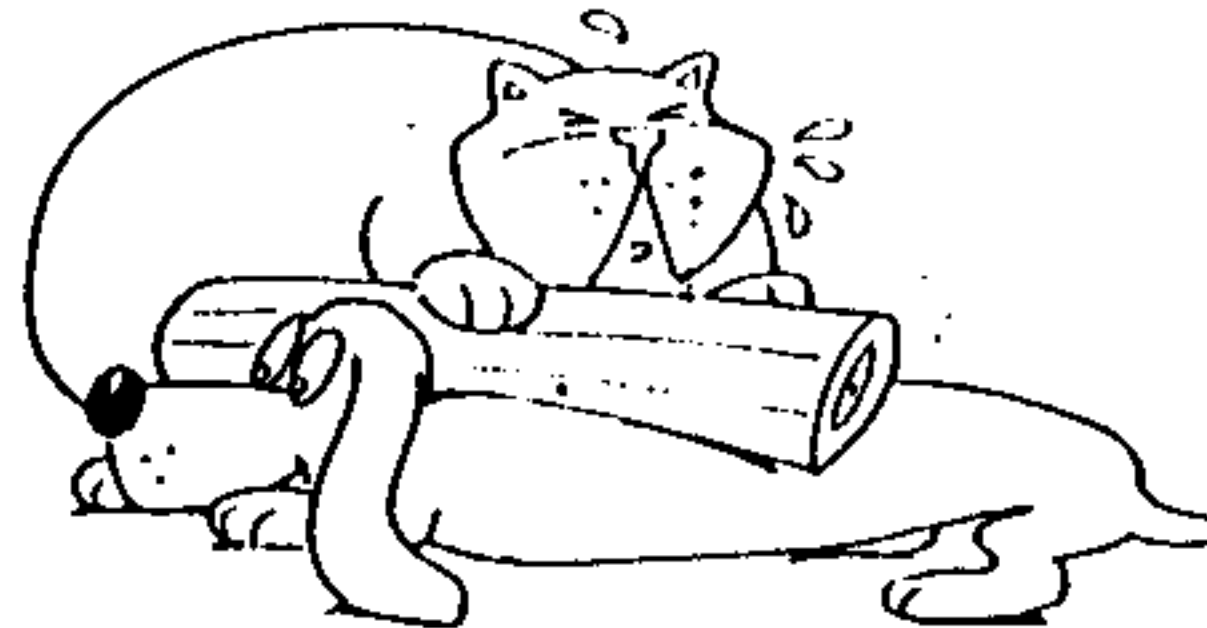
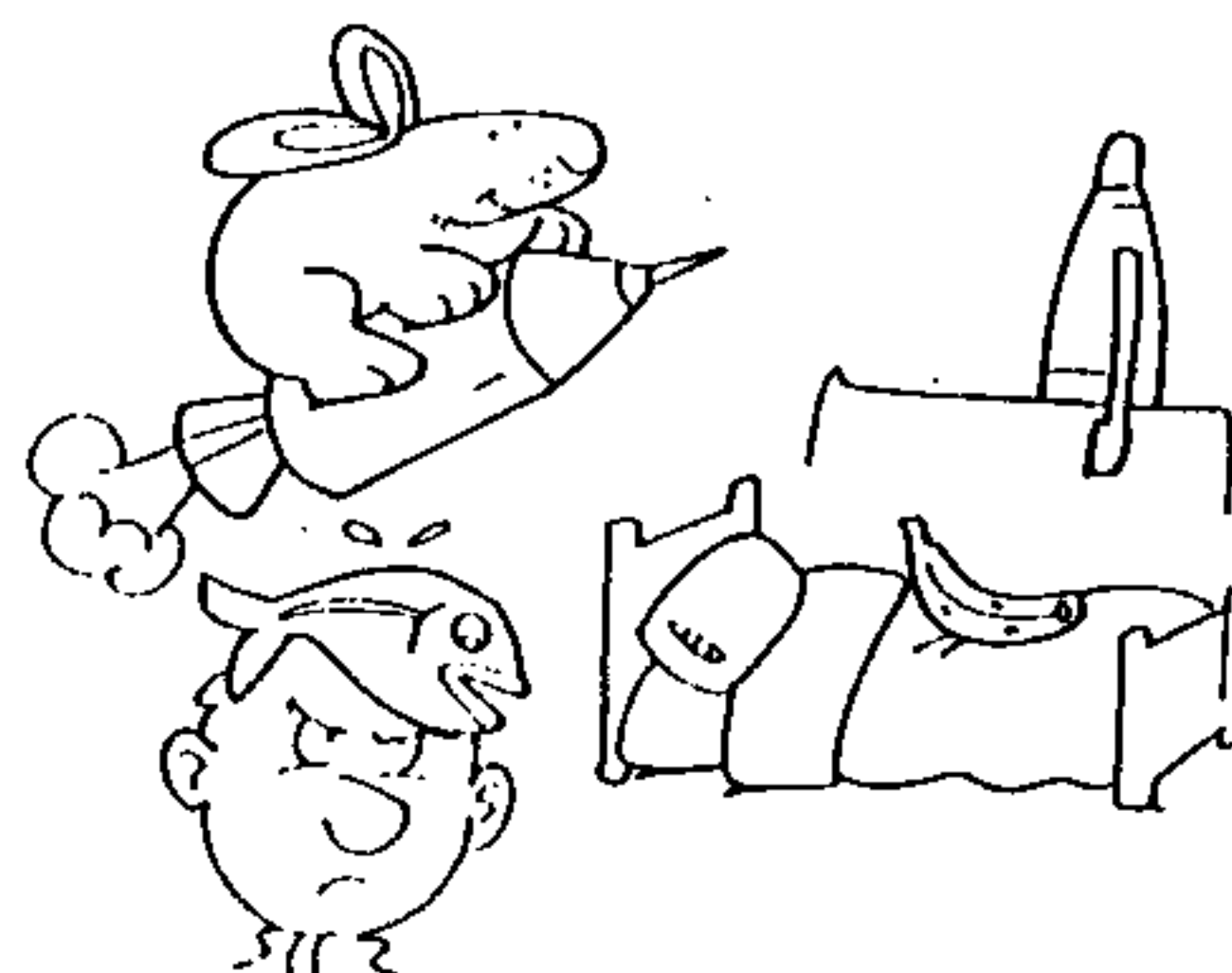
'Copy the rhyming words.'

☆ **Free Writing ....;.......... (5 Mins.)**

Level: 1 Term: 3 Week: 3 Day: 1	Worksheet	Communication

Read the rhymes
Colour the pictures

The fat black cat sat
On a yellow hat.

The long brown dog
Got on a log.

The dog got the hat
And put it on the cat.

The cat got the log
And put it on the dog.

A red rabbit on a rocket,
A blue banana on a bed,
A pink pen in a pocket,
An orange fish on my head,

Level: 1 Term: 3 Week: 3 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and write
- listen and focus the words.

2. Function: Developing listening skill

3. Activity: Dictation

4. Material: Sheets of Paper

5. Procedure:

a. Prepare your class for dictation. They should be ready with pencil and a sheet of paper.

b. - Select any reading text of any previous day's lesson. Ask them to write as many words as they can after listening.
- Keep your speed normal while reading for dictation. Repeat each sentence twice.
- Take them into confidence that they should not bother for the spelling or poor hand- writing.

Step 1: You read out the text aloud and they will only listen.

Step 2: They will listen the same text and try to write as many words as they can. They can include even the smallest words.

Such as: a
or is.

c. Feedback
Check who has written the largest number of words and make announcement of the winner.

d. If times allows, you can repeat the task with the same text. But this time you will ask them to focus only nouns or verbs

Level: 1 Term: 3 Week: 3 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read and understand the text
2. **Skills:** Reading comprehension (Silently)
3. **Topic:** 'Bano's' Best Toy'
4. **Material:** Text Page (**Bano's Best Toy**), Worksheet

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5. Procedure:

a. Pre- Reading

- Write the following words on the board and ask them to read and guess, what they are going to read today. Help them to guessing.

Doll, cat , ball, bike, top

- Write the topic on the board and ask them to read.

b. Text Page

- Distribute the text pages and talk about the picture.
- Ask them to have a look at the text and find out the name of the girl

c. Worksheet (Pair Work)

- Distribute the worksheets. Ask them to read the text first silently and do the task one by one.
- Take feedback when they finish peer checking after each task.

Task 1.	**True or False**
Task 2.	**Fill ins.**
Task 3.	**Questions Answers**

6. Follow Up:

' Write four lines about their own best toy'

Level: 1 Term: 3 Week: 3 Day: 3	Text Page	Date

Bano's Best Toy

Bano says that she has many toys
but the best toy she has, is her bike.
Its colour is blue and it has a bell.
She rides it in the park or on the
footpath in her street but she is not
allowed on the road.

Level: 1 Term: 3 Week: 3 Day: 3	Worksheet	Date

Task 1: **True (✓) or False**

____ Bano has only one toy which is a bike.

____ The bike's colour is black.

____ It has a bell.

____ Bano rides it on the road.

Task 2: **Read the story and fill in the gaps.**

- Bano has ______ toys.
- Bike is her _____ toy.
- She rides it _____ the park and _____ the footpath.
- She is not _________ on the road.

Task 3: **Write answers.**

1. Which is Bano's best toy?

____

2. Where is she allowed to go?

____

Level: 1 Term: 3 Week: 3 Day: 4	Lesson Plan	Reading

1. Objectives: The learners will be able to:
a. read aloud in correct pronunciation
b. recognize the rhyming words

2. Skills:
a. Reading Aloud
b. Vocabulary

3. Topic: a. Bano's Best cat, b. Word recognition

4. Material:
a. Previous day's Text page,
b. Worksheets (**Word recognition**), Colour Pencils

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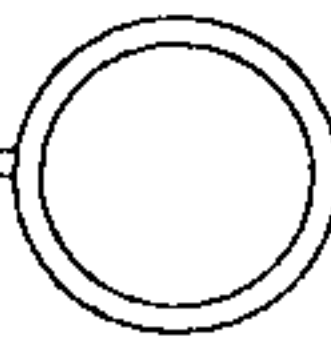
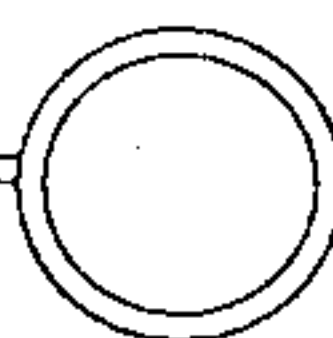
5. Procedure:

a. Reading Aloud **20 (Mins)**

Follow the procedure as suggested

b. Vocabulary **(20 Mins.)**

Do as directed at the worksheet

Level: 1 Term: 3 Week: 3 Day: 4	Worksheet	Reading

Use the same colour for boxes that have the same word.

night	sleep	sun
thunder	moon	day
star	sky	dark
grey	wind	cloud

star	rain	moon
bright	sky	awake
dark	breeze	blue
cloud	white	night

Level: 1 Term: 3 Week: 3 Day: 5	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - write about shapes
   - join sentences using **And**
2. **Function:** Writing about shapes
3. **Activity:** Substitution Table
4. **Material:** Worksheets **(Shapes)**

5. Procedure

a. Pre-Writing

Select two or three things of your classroom and describe them. For example:

Guess, What is it?

- **It's square and black.**
- **It's square and brown with four legs.**
- **It's rectangle and brown with four legs.**

b. Worksheet (Pair Work)

Tell them they are going to write sentences about shapes of things on the worksheets. Draw the following table on the board.

Task 1. Ask them to take a word from each column and make true sentences about the pictures.

A **An**	**pencil** **books** **apple** **bananas** **blackboard**	**is** **are**	**long** **square** **round**	**and**	**red.** **thick.** **black.** **yellow.** **long.**

Task 2. Joining words and sentences

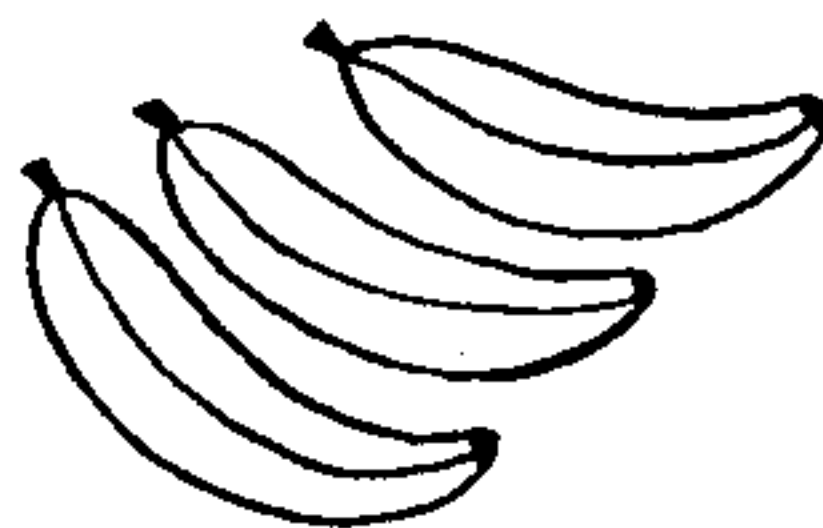
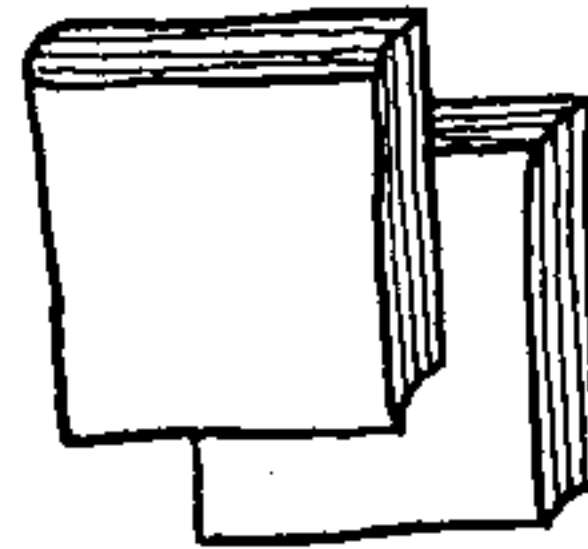
- Explain with examples on the board that we can join the sentences if they have similar words in sentences.
- Ask them to sit in pairs or groups

Peer checking and feedback follows each task

6. Follow Up:

' Write five sentences about things at home which are round, square and round, long.

Level: 1 Term: 3 Week: 3 Day: 5	Worksheet	Date

Shapes

Task 1: Read the table and write five sentences about the pictures.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Task 2: Join these sentences using <u>and</u> .

It's long. It's curved. Its yellow
It's long and curved. It's colour is yellow

It's big. It's square. It's black. ____________________

It's long. It's thin. It is blue. ____________________

It's small. It's round. Its red. ____________________

it's thick. It's square. It's white. ____________________

Lesson Plans
(English)

Level: 1

Term: 3

Week: 4

Communication	**Reading**	**Writing**	**Assessment**
• Rhyming Words • Listen and Draw "**Finding a Friend**"	• Extensive Reading	• Week – Days	✓

Level: 1 Term: 3 Week: 4 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- read and write the rhyming words
- pronounce the words properly

2. Function: Practising the pronunciation

3. Activity: Playing with the rhyming words

4. Material: Worksheets **(Rhyming Words)**

5. Procedure:

a. Presentation

- Write the following words on the board and ask them to add one or two words for each.

Cake **book** **snow** **sack**

- You say the words and class repeats after you.

b. Worksheets

Task 1 Students find the words from the word bank and write in the pictures

Task 2 Finish the rhymes. Take help from the pictures.

c. Spy Game

- Playing word games with your learners is a fun. It builds up their phonic skills. Play this game orally.
- Make pairs. You say the following lines and pairs will write the rhyming word. The pair who tells and writes first is the winner and rest of the class gives clapping.

"I spy ___________ something that rhymes with cake."

- Ask them to take as many words as they can.

6. Follow Up:

"Write two rhyming words for each key word".

☆ **Free Writing ------------- (5 Mins.)**

Level: 1 Term: 3 Week: 4 Day: 1	Worksheet	Communication

Rhyming Words

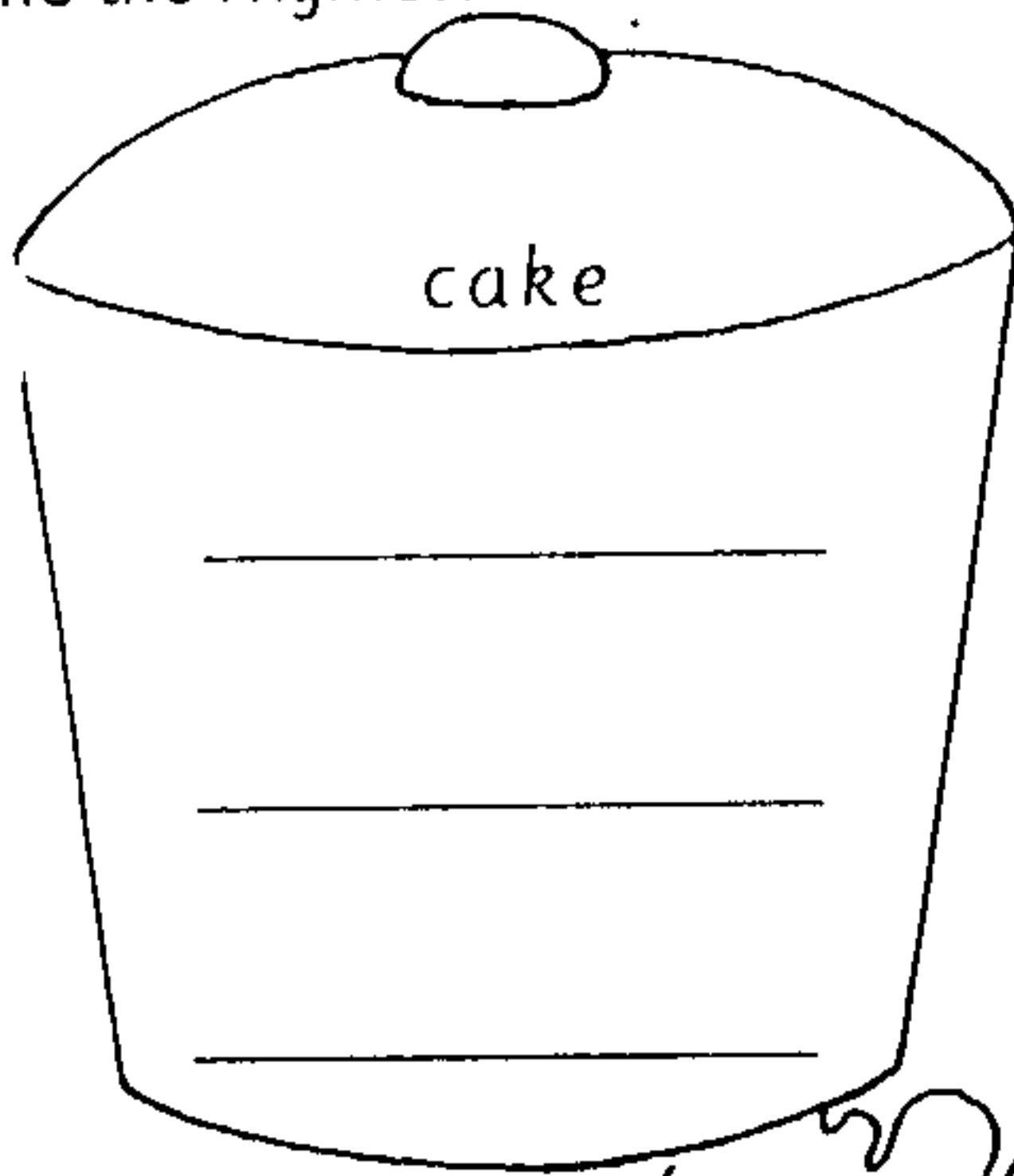
k 1:

Find the rhymes.

cake

______

______

______

pack flake look

bow blow cook

take track make

grow back hook

book

______

______

______

snow

______

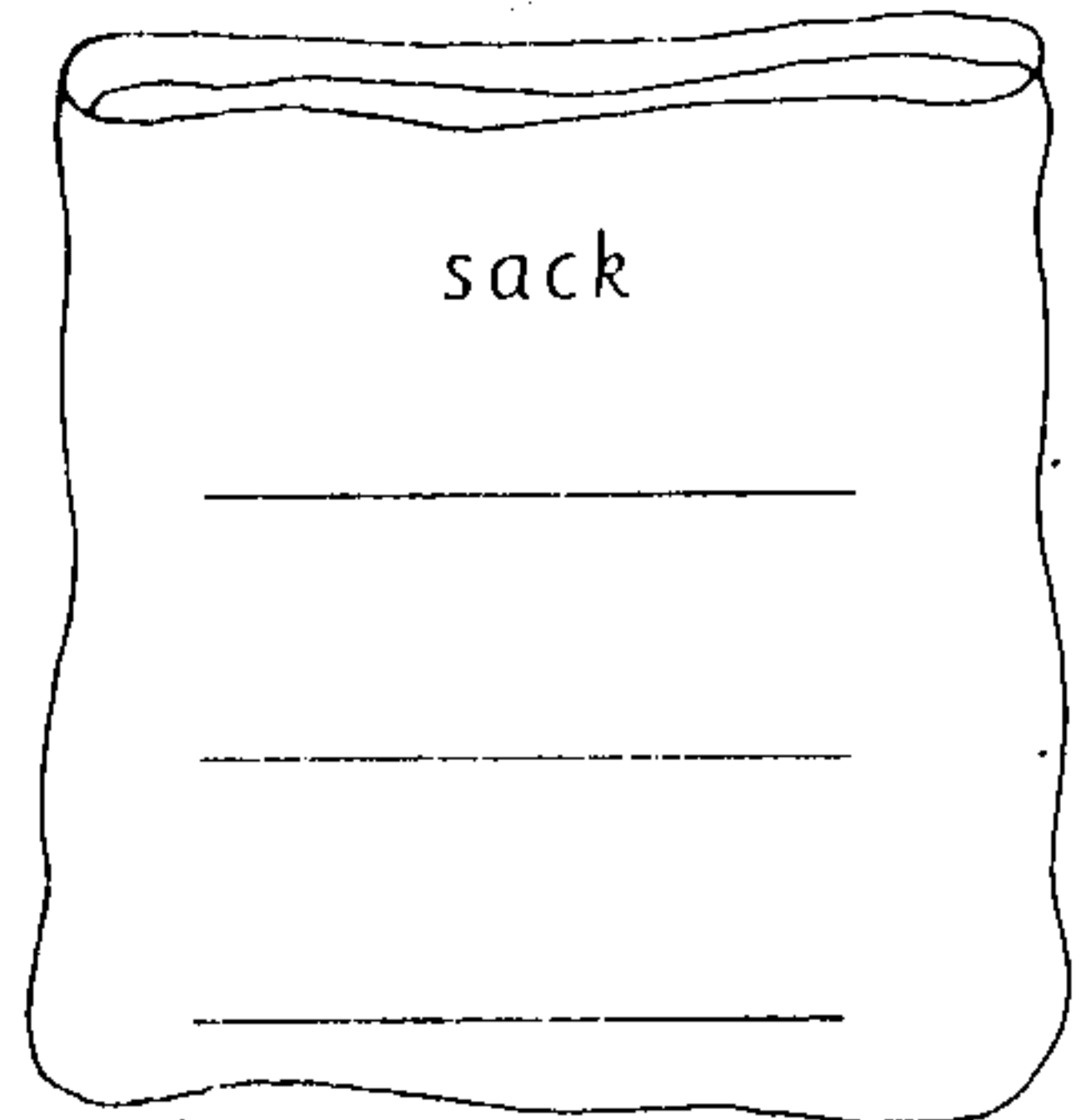
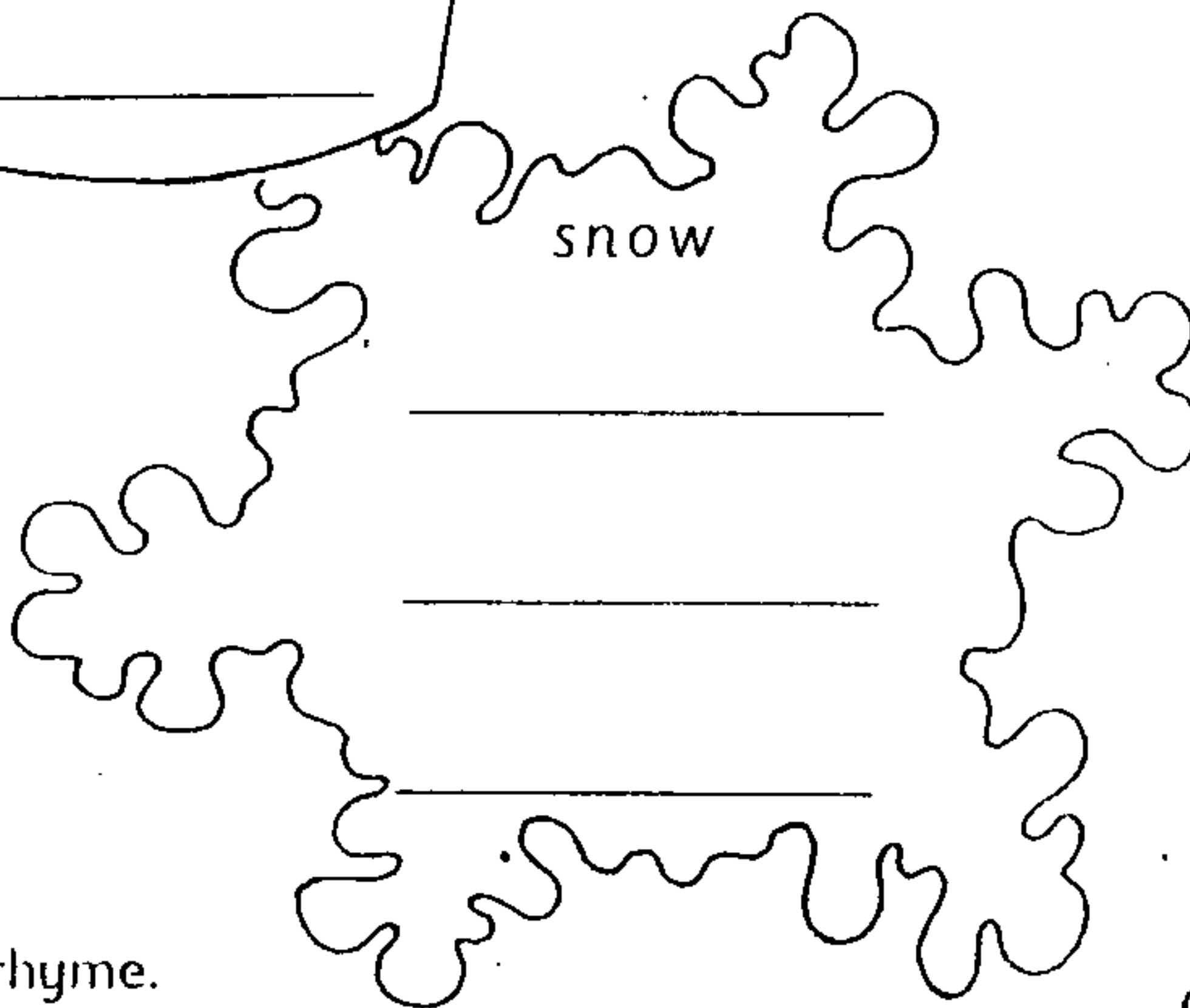
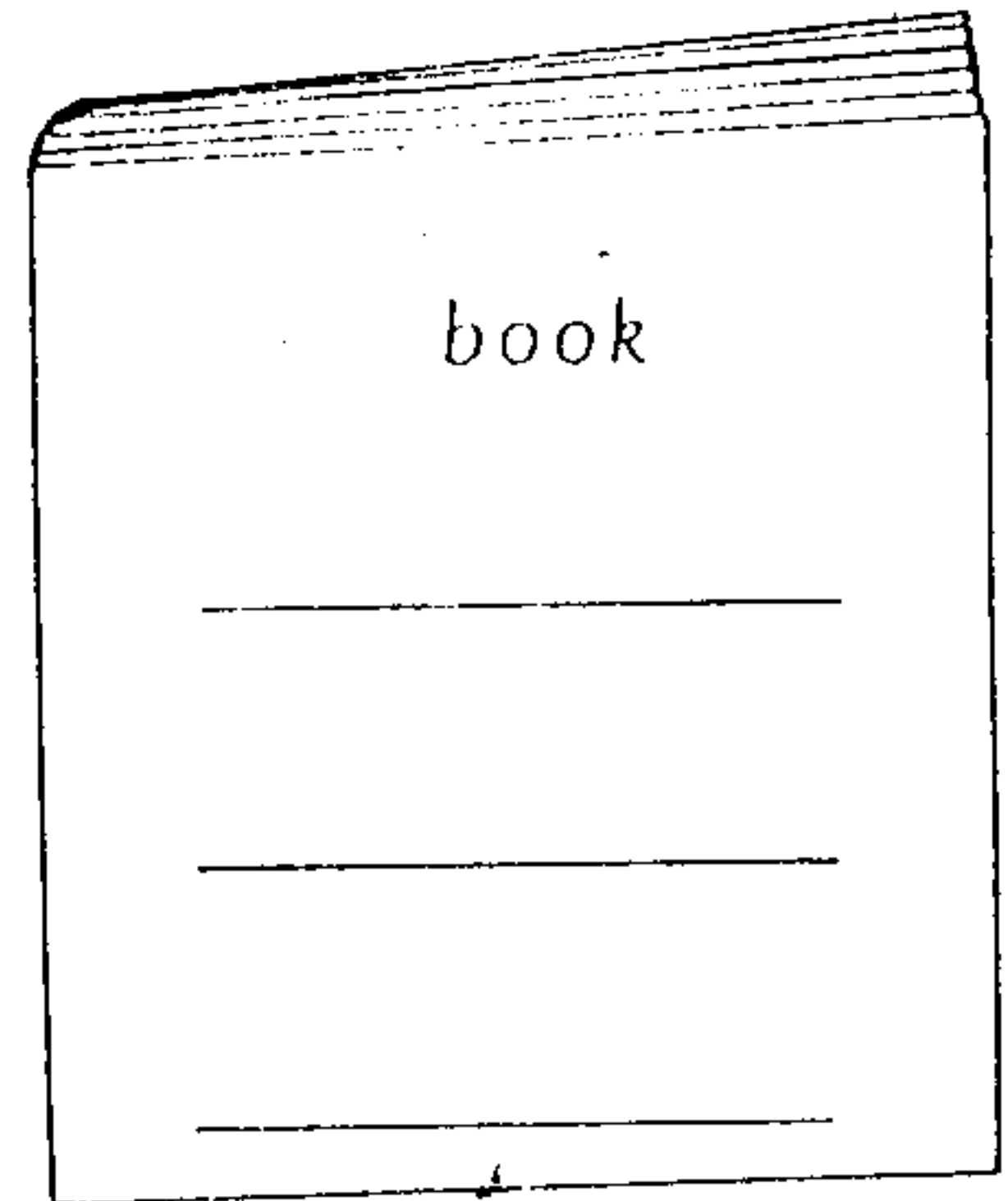
______

______

sack

______

______

______

Task 2:

Finish the rhyme.

an you make a ______________ ?

an you cook a ______________ ?

an you pack a ______________ ?

an you grow a ______________ ?

Level: 1 Term: 3 Week: 4 Day: 2	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - listen and understand the directions
   - listen and follow the directions
2. **Function:** Following directions
3. **Activity:** Listen and Draw
4. **Material:** Worksheets (**Finding a Friend**)

5. Procedure:

a. Preparation

Prepare your class for listening a story of **Akif** and **Wajid**. Akif wants to play with Majid. Ask them to listen attentively what the teacher says and help Akif to find Wajid.

b. Worksheet

Distribute worksheets and ask simple questions about the pictures.

e.g. What do you see in picture No.1?
How many children are there?
What are they doing?

Task 1: You read the directions and students follow you by drawing a line from picture to picture. Read each instruction twice in clear and loud voice and in comfortable speed.

Feedback

Before feedback, ask them to compare this drawing with their partners. Ask simple questions on the picture.

c. Further Practice

Ask them to look at the picture and describe the story in their own words. Help them to say the following. Write these lines on the board.

" **First Akif went to ____________. Then he went to _______.**
Then _______. Wajid was _________.

Listening Text

1. ***Put your pencil on the start.***
2. ***Go from start to the big tree.***
3. ***Now go from the tree to the fishing pond.***
4. ***Go from the pond to the drink-stand. No, this boy is not Wajid.***
5. ***Go to the swing. No, that boy is not Wajid.***
6. ***Now, go to the tables and find Wajid. He is eating Bun Kabab with her sister.***
7. ***Draw a ball next to the table,***
8. ***Draw a hat on Wajid.***

Level: 1	Worksheet	Communication
Term: 3		
Week: 4		
Day: 2		

Finding a Friend

Listen and follow the directions by drawing a line.

Level: 1 Term: 3 Week: 4 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - enjoy reading
   - read for pleasure
2. **Skills:** Extensive Reading
3. **Topic:** Story Books or any other Material
4. **Material:** Selection on choice

---

5. **Procedure:**

Extensive Reading

Follow the procedure as given in **Term 1st or Term 2nd ==== Week 4**

☆ **Free Writing .... (5 Mins.)**

Level: 1 **Term: 3** **Week: 4** **Day: 4**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - identify the week days
   - write the names of weekdays
2. **Function:** Reading a Calendar
3. **Activity:** Calendar Reading
4. **Material:** Worksheets **(Week Days)**

5. Procedure:

a. Pre - Writing
- Talk about week days and then about months of the year.
- Ask if they know how to read a calendar and its dates.

b. Worksheets
- Help them in reading calendar – its months and the dates.
- Ask about some of the dates given in the task and also some other dates of the months. Do oral practice.

c. Pair Work

Students will do the task at the worksheets. Ask them to compare the task with their partners.

d. If time allows, write some more dates on the board and ask them about their week days

6. Follow Up:

Write which days are on the following dates

1st December, 3rd March, 15th October and 20th August

Level: 1
Term: 3
Week: 4
Day: 4

Worksheet **Writing**

Learn the names of the first six months of the year.

January					
Sunday		7	14	21	28
Monday	1	8	15	22	29
Tuesday	2	9	16	23	30
Wednesday	3	10	17	24	31
Thursday	4	11	18	25	
Friday	5	12	19	26	
Saturday	6	13	20	27	

February					
Sunday		4	11	18	25
Monday		5	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday	1	8	15	22	
Friday	2	9	16	23	
Saturday	3	10	17	24	

March					
Sunday		4	11	18	25
Monday		5	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday	1	8	15	22	29
Friday	2	9	16	23	30
Saturday	3	10	17	24	31

April					
Sunday	1	8	15	22	29
Monday	2	9	16	23	30
Tuesday	3	10	17	24	
Wednesday	4	11	18	25	
Thursday	5	12	19	26	
Friday	6	13	20	27	
Saturday	7	14	21	28	

May					
Sunday		6	13	20	27
Monday		7	14	21	28
Tuesday	1	8	15	22	29
Wednesday	2	9	16	23	30
Thursday	3	10	17	24	31
Friday	4	11	18	25	
Saturday	5	12	19	26	

June					
Sunday		3	10	17	24
Monday		4	11	18	25
Tuesday		5	12	19	26
Wednesday		6	13	20	27
Thursday		7	14	21	28
Friday	1	8	15	22	29
Saturday	2	9	16	23	30

Complete the sentences.

1 The first of January is a Monday.

2 The second of February is a ____________

3 The fourth of February is a ____________

4 The twentieth of March is a ____________

5 The thirteenth of April is a ____________

6 The thirteenth of May is a ____________

7 The thirty first of day of May is a ____________

8 The last day in June is a ____________

Level: 1
Term: 3
Week: 4
Day: 6

Assessment

Task 1 **Write the rhyming line.** (3)

- **The fat black eat sat,**

____

- **Write the rhyming words**

cake **book** **grow** **pack**

______ ______ ______ ______

Task 2 **Write short answers** (2)

Is your teacher wearing a pant? ____________.

Is your father wearing shoes? ____________.

Task 3. **Write the weekdays in week order** (2)

Sunday, ____________, ____________, **Wednesday,**

Thursday, ______________ **,Saturday,** ____________,

Task 4. **Read the following and do the task.** (2)

My friend Uzma has many toys and dolls. Her doll is very pretty. Her dress Is blue and her hair are golden. Uzma keeps her doll in her box but she is not allowed to take it to school.

a. **Put a (✓) on right sentences**

- **Uzma has one doll.**
- **Uzma wears blue dress.**
- **Her doll's hair are golden.**
- **She never takes it to school.**

b. **Write answers.** (1)

1. Where does she keep her doll?

____

Lesson Plans
(English)

Level: 1

Term: 3

Week: 5

Communication	**Reading**	**Writing**	**Assessment**
• Difference of Sound "**Can – Cane**" • Listening a text "**Animals on Farm**"	• Text "**Hares**'" a. Reading Aloud b. Profession **(belong to)**	• About Daily Routine	×

Level: 1 Term: 3 Week: 5 Day: 1	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- recognize the difference in short and long vowel sounds
- make new words

2. Function: Identifying the sounds

3. Activity: Making new words

4. Material: Worksheets (**Long and short vowel sound**)

---

5. Procedure:

a. Presentation

Write the following on the board. Explain the difference in sound.

Can .... Cane

- Say the words aloud and repeat a number of times with the learners. Put stress on the sound and pronunciation.
- Write more examples words (form the worksheet) and explain how the letter-e- turns a short sound into a long sound and make a new word.

b. Worksheet

Task I: Distribute worksheets. Explain the instructions on the board.

Task II: Form new words by adding **-e-** at the end.

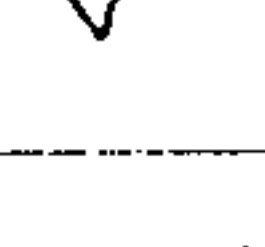
Peer checking and feedback follows each task

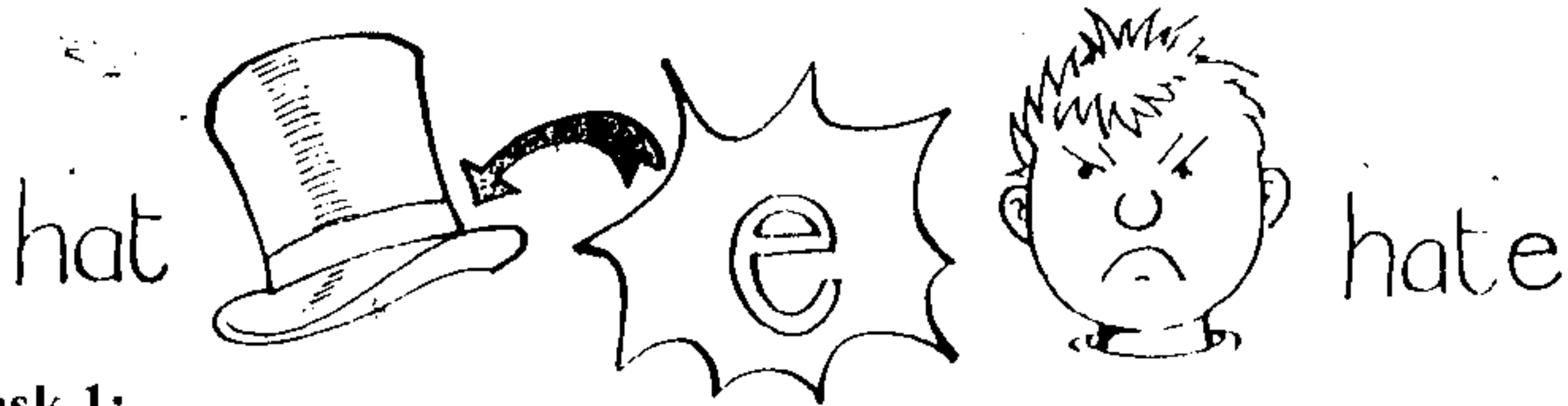
Task III: Read your pairs of words aloud with correct pronunciation. Help them in pronouncing the words properly. Read together

6. Follow Up:

"Write ten pairs of words, with short and long sound.

☆ **Free Writing .... (5 Mins.)**

Level: 1 Term: 3 Week: 5 Day: 1	Worksheet (Long and short vowel sound)	Communication Date

Long vowels

The magic **e** turns a short sound into a long sound.

Task 1:

Write in the new words.

bit → e ....

mat → e ....

fat → e ....

fad → e ....

hop → e ....

cut → e ....

pin → e ....

not → e ....

Task 2: Form new words by adding – e- at the end.

Mad	**Made**	**cub**	________
Fat	________	**cut**	________
Kit	________	**ton**	________
Hat	________	**Bit**	________
Her	________	**Car**	________
Us	________	**Bar**	________
Hop	________	**Hat**	________
Not	________	**Rat**	________

Level: 1 Term: 3 Week: 5 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - listen and understand the text
   - listen and follow the instructions
2. **Function:** Talking about the animal's description
3. **Activity:** Listening (**Animals on Farm**)
4. **Material:** Worksheets

---

5. **Procedure:**

a. **Preparation**

Write the topic on the board.- Prepare your children for listening.

b. **Worksheet**

Distribute the worksheets. Read aloud in comfortable speed. Students listen and put a ✓ for information required on the worksheet (pair work).

1st Listening

Task 1. Ask them to listen about animals and make ✓ on the food they like

2nd Listening

Task 2. Ask them to listen again and mark ✓ if they have those things written in the boxes.

Peer checking and feedback follows each task

3rd Listening

Read the whole text again and students just listen. Ask various questions about the animals also ask some wrong questions for the practice of **doesn't have".**

e.g.
- **What does the hen like to eat?**
- **What does it have?**
- **Does it have a tail?**

Listening text

Animals on farm	
1. **This is a hen.** **It has feathers and a beak.** **It likes to eat grains.**	**2.** **This is a cow.** **It has two horns.** **It likes to eat grass.**
3. **This is a horse.** **It has long hair on its neck.** **It likes to eat grass.**	**4.** **This is a dog.** **It has sharp teeth.** **It likes to eat meat and bones.**
5. **This is a duck.** **It has a yellow beak.** **It likes to eat worms.**	**6.** **This is a cat.** **It has soft hair.** **It likes to eat fish.**

6. **Follow Up** "Write two lines for each **Cat, Hen, Cow**"

Level: 1 Term: 3 Week: 5 Day: 2	Worksheet	Communication

Task 1: listen and mark ✓ for the food, these animals like to eat.

Animals	grass	bones	worms	fish	meat	grain
hen						
cow						
horse						
dog						
duck						
cat						

Task 2: listen again and mark ✓ in the boxes

Animals	feather	horns	long hair	sharp teeth	soft hair	beak
hen						
cow						
horse						
duck						
cat						

Level: 1 Term: 3 Week: 5 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and follow the text
- skim and scan the text

2. Skills: Reading Comprehension (Silently)

3. Topic: Hares

4. Material: Text pages (**Hares**), Worksheets.

---

5. Procedure:

a. Pre - Reading
- Ask the names of those animals which run very fast.
- Write the names with the help of children.
- Tell them, they are going to read about one of these. Ask them to guess what they are going to read.

has long ear, soft, fluffy Hair, eats carrot, can dig earth

- Help them in guessing and write the topic on the board.

b. Text Page
Ask them to underline those words which tell about hares.

c. Reading
- Distribute the worksheets
- Students will read the text themselves, silently for each task. When they finish the task, ask them to compare each other's work. They will do the task one by one.

Task 1. Fill in the gaps

Task 2 Box Filling – Compare the animals and their ears

Task 3 True or False

6. Follow Up: Write four lines about hares and draw a picture.

Level: 1
Term: 3
Week: 5
Day: 3

Reading Text

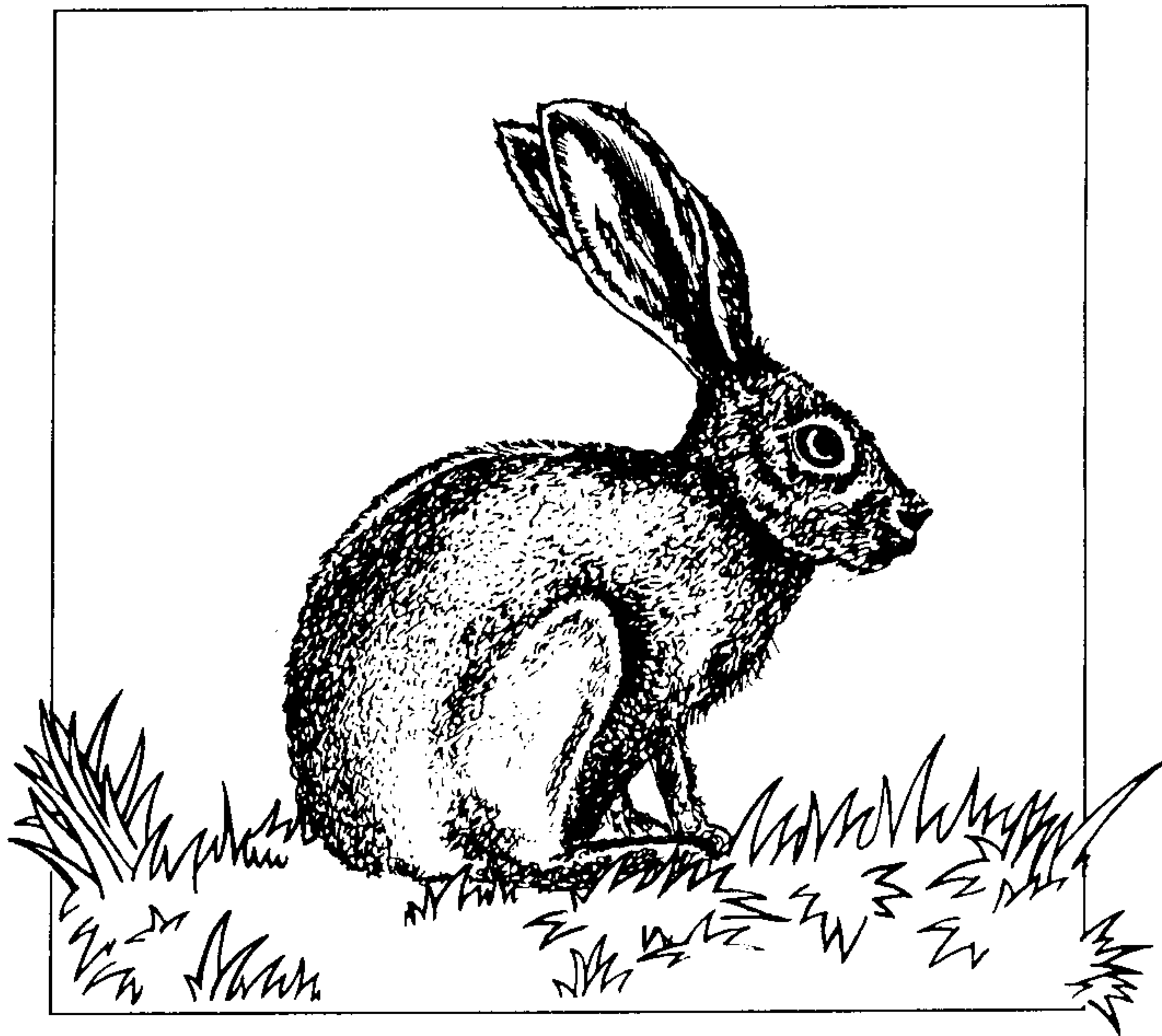
Hares

Hares are animals which look like rabbits, but they are bigger.

Hares have bigger ears than rabbits.

Hares live alone, not in large families.

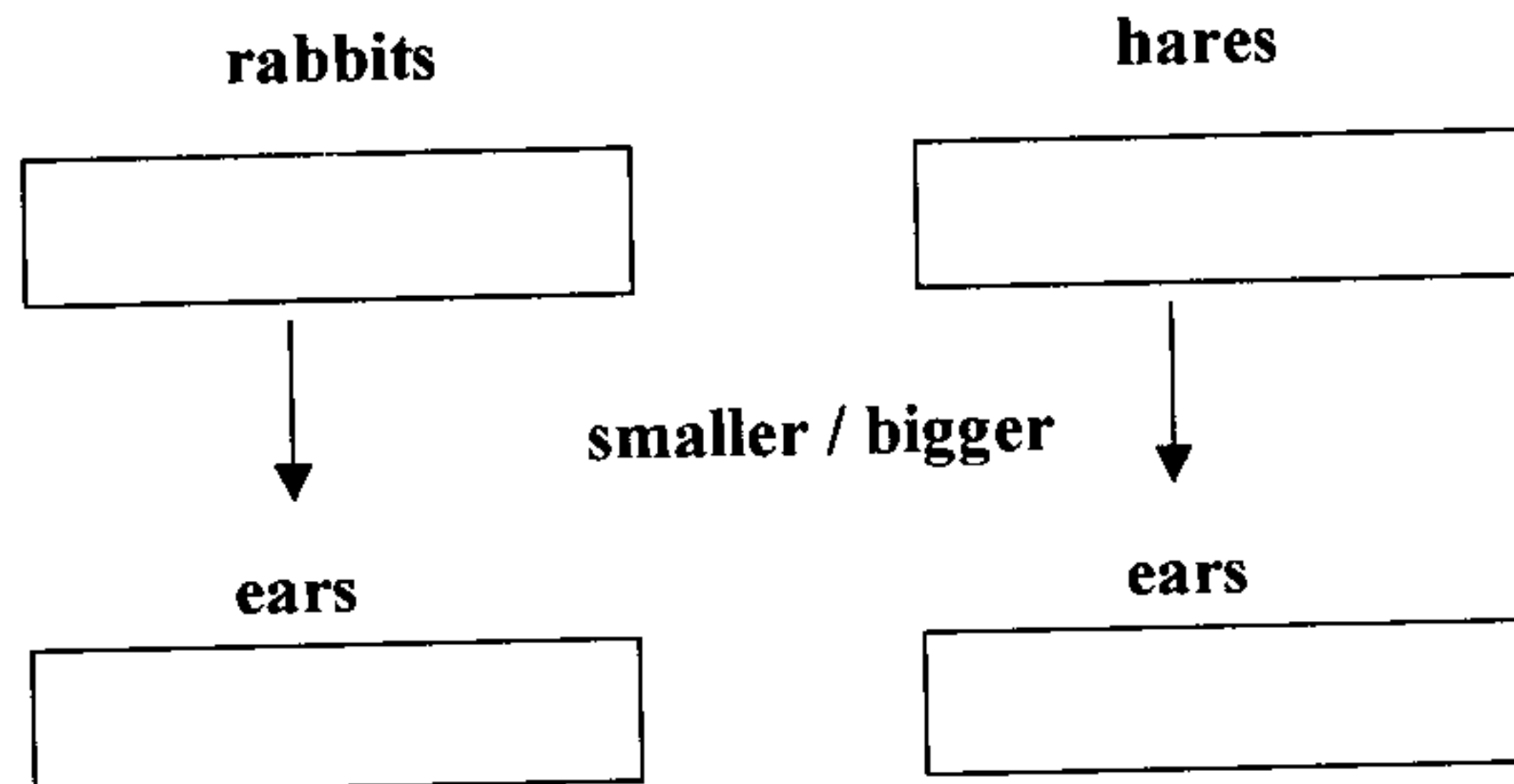
They live above the ground, not in burrows.

Hares run very fast, and jump up high.

Tell someone how a hare is different from a rabbit.

Level: 1 Term: 3 Week: 5 Day: 3	Worksheet	Date

Task 1: Read the text and find the words for gaps.

- Hares are smaller than ___________.
- They do not live in ___________.
- They live above the ______________.
- They can run _______________.
- They can jump up _______________.

Task 2 Use the correct form of adjective in the boxes.

Task 3: True (✓) or False (×)

____ Rabbits are bigger than hares.

_____ Hares have smaller ears than rabbits.

_____ Hares do not like to live in large families.

_____ Hares can run very fast.

_____ Hares can not jump up high.

Level: 1 Term: 3 Week: 5 Day: 4	Lesson Plan	Reading

1. Objectives: The learners will be able to:
- a. read aloud with fluency
- b. learn about professions

2. Skills:
- a. Reading Aloud
- b. Fun Activity

3. Topic: a. 'Hares, b. Fun Activity

4. Material: a. Previous Day's Text pages b. Worksheets **(Belongs to)**

---

5. Procedure:

a. Reading Aloud (20 Mins)

Follow the procedure as suggested in Term 1st and 2nd.

b. Fun Activity (20 Mins)

- Distribute worksheets.
- Talk about each picture. Highlight their professions and ask them to focus on their uniforms particularly the caps.
- Students will match the caps with the professions and write sentences against each cap.

Peer checking and feedback

6. Follow Up:

"Write the names of these professions"

☆ **Free Writing .... (5 Mins.)**

Level: 1 Term: 3 Week: 5 Day: 4	Worksheet	Reading

Belongs to

Look at the pictures below and write who each hat belongs to.

This hat belongs to the ________.

____

____

____

____

____

Level: 1 Term: 3 Week: 5 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- talk about their everyday actions
- write their routine work in a sequence

2. Function: Talking and writing about daily routine

3. Activity: Completion of a Paragraph

4. Material: Worksheets **(Daily Routine)**

---

5. Procedure:

a. Pre- Writing

- Write some actions which students normally do every day.

  - **take milk in breakfast**
  - **play in the evening**
  - **watch TV at _____________ (time)**
  - **do home work at _____________(time)**

- Read out each action. Ask them to put up their hand if they do it daily. Count the hands and write the total number for each action. You can ask or write specific time for some of the actions. Explain how time is written (- O clock). Ask the following.

  e.g. How many students play in the evening at 5 o' clock?

  Ok ------ five students.

b. Worksheet (Pair work)

- Distribute worksheets and explain the task properly. They should take help from the given box but they will write time themselves.

Peer checking: Ask them to look at each other's work and check.

Feedback: Ask randomly to read out their routine to the class.

b. Re-Writing

Ask them to do the next task themselves. For peer checking, they should discuss with their partners and report back to the class.

Level: 1 Term: 3 Week: 5 Day: 5	Worksheet	Date

Daily Routine

Task 1: Complete the following paragraph with your everyday activities. Take help from the box.

go ,	seven o' clock,	brush my teeth,
go to bed,	get up,	go to play,
have breakfast	have lunch,	

Every day I__get up___ at six o' clock. First I ___________ and then I __________. After that I ______ to school. I get home at ______ _______ and _________________. In the evening I ______________. I also watch TV _________________. I _____________ at ten o' clock.

Task 2: Describe what you do daily after school.

- I get home from school at ______ _________.
- First I _____________ and then I take break fast.
- After that I ____________ at _______________.
- In the evening I ________________________.
- After that I _____________ TV.
- I go _____________ at ten o' clock.

Lesson Plans
(English)

Level: 1

Term: 3

Week: 6

Communication	Reading	Writing	Assessment
• Making Rhyming Words • Apologizing	• Text " **Imran and Deeba Play Cricket**"	• Whose things Are They? "**Possessives**"	✓

Level: 1 Term: 3 Week: 6 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - identify rhyming words
   - make rhyming words
2. **Function:** Focussing on Words
3. **Activity:** Words Making
4. **Material:** Worksheets (**Making Rhyming Words**)

---

5. Procedure:

a. Presentation

- Write vowels on the board with the help of learners
- Explain that vowels are important for the words. Therefore every word has a vowel and helps to pronounce the word properly. We can make many words by replacing consonants before or after the vowels.

b. Worksheet

- Distribute the worksheets
- Read the words aloud in the picture one by one.
- Ask them to read after you.
- Discuss the words, which they will make by changing and replacing consonants before or after the vowel. Write few examples on the board.

c. Making Words (Pair Work)

Ask them to make words and write on the worksheet.

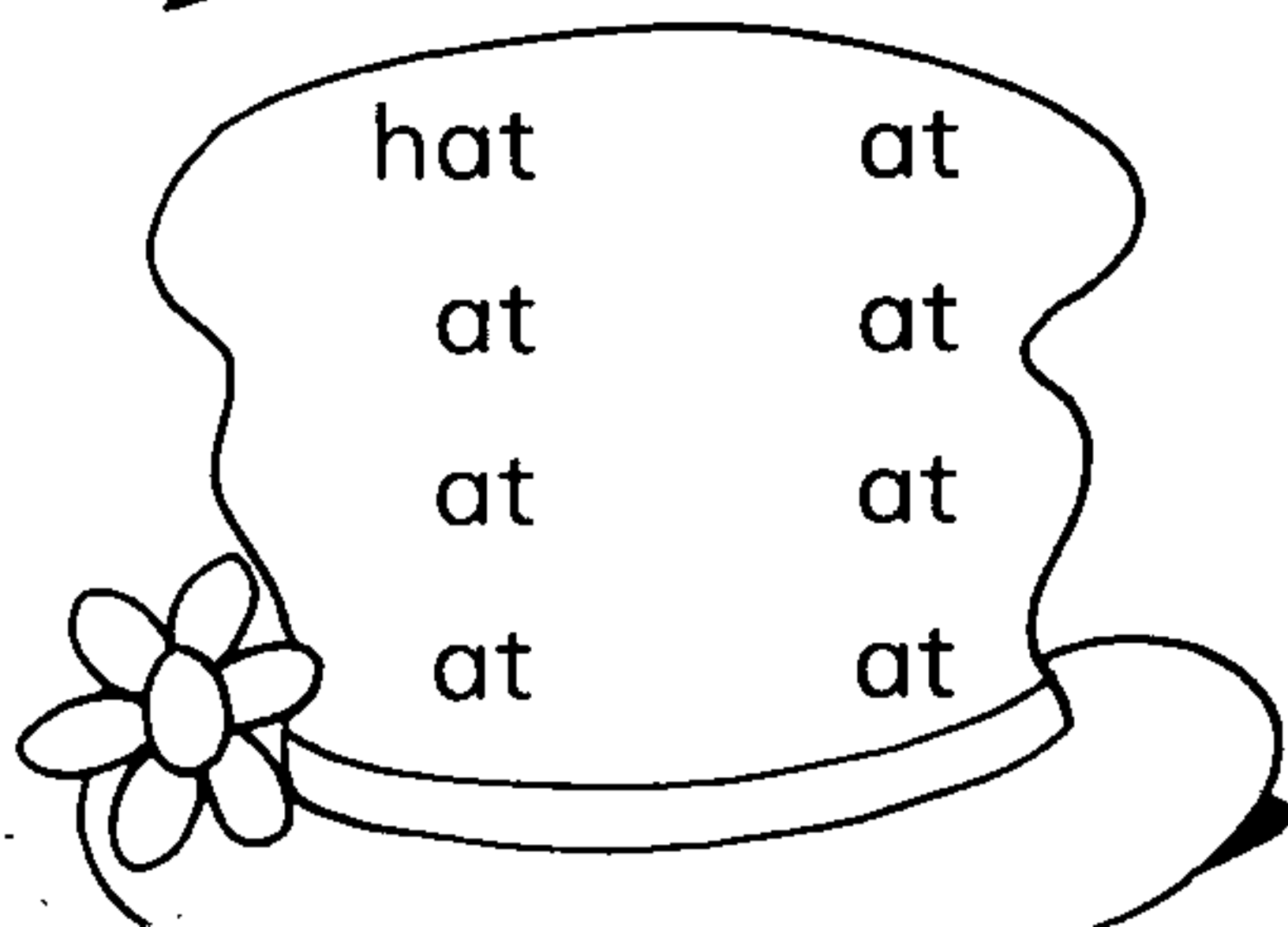
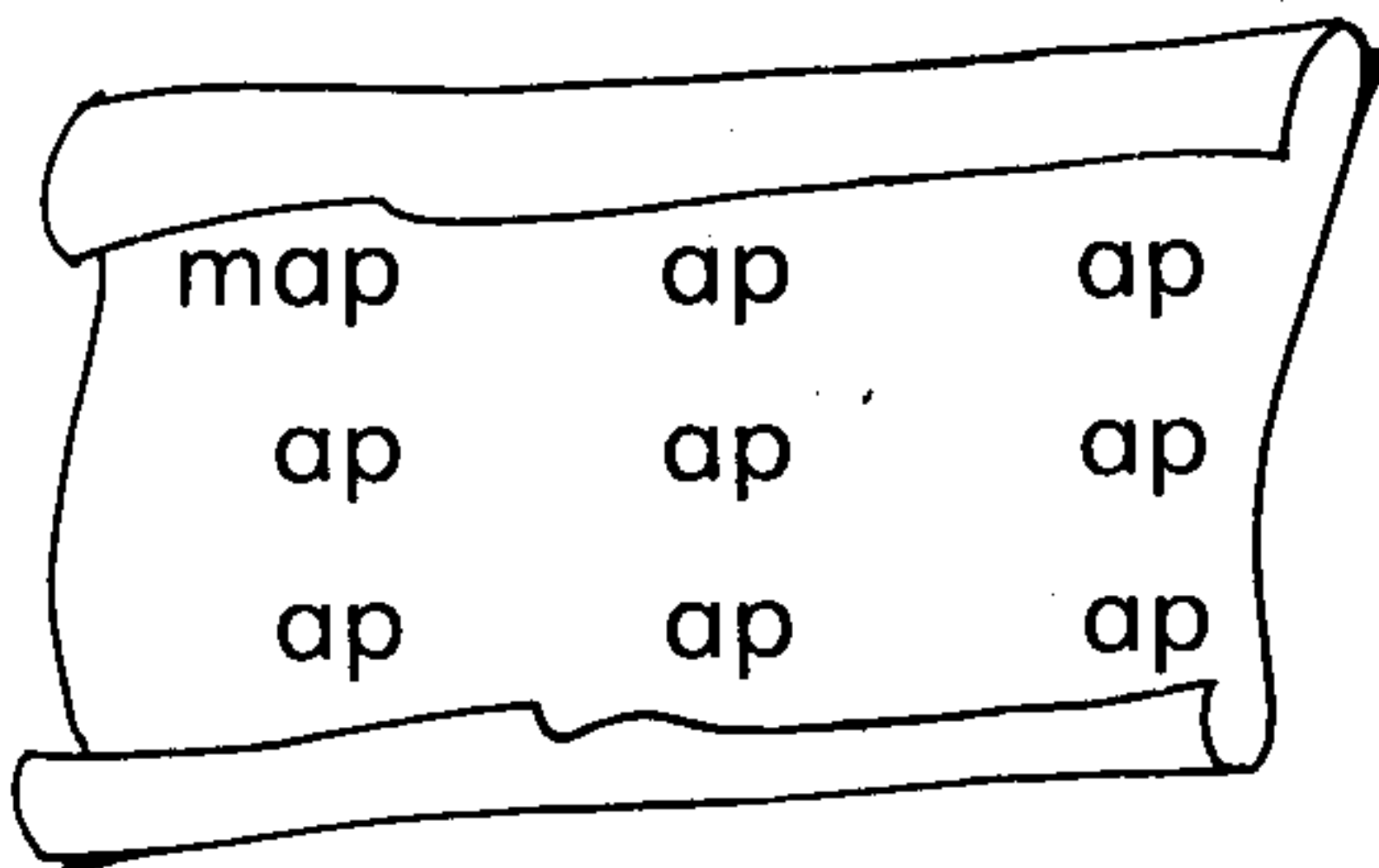
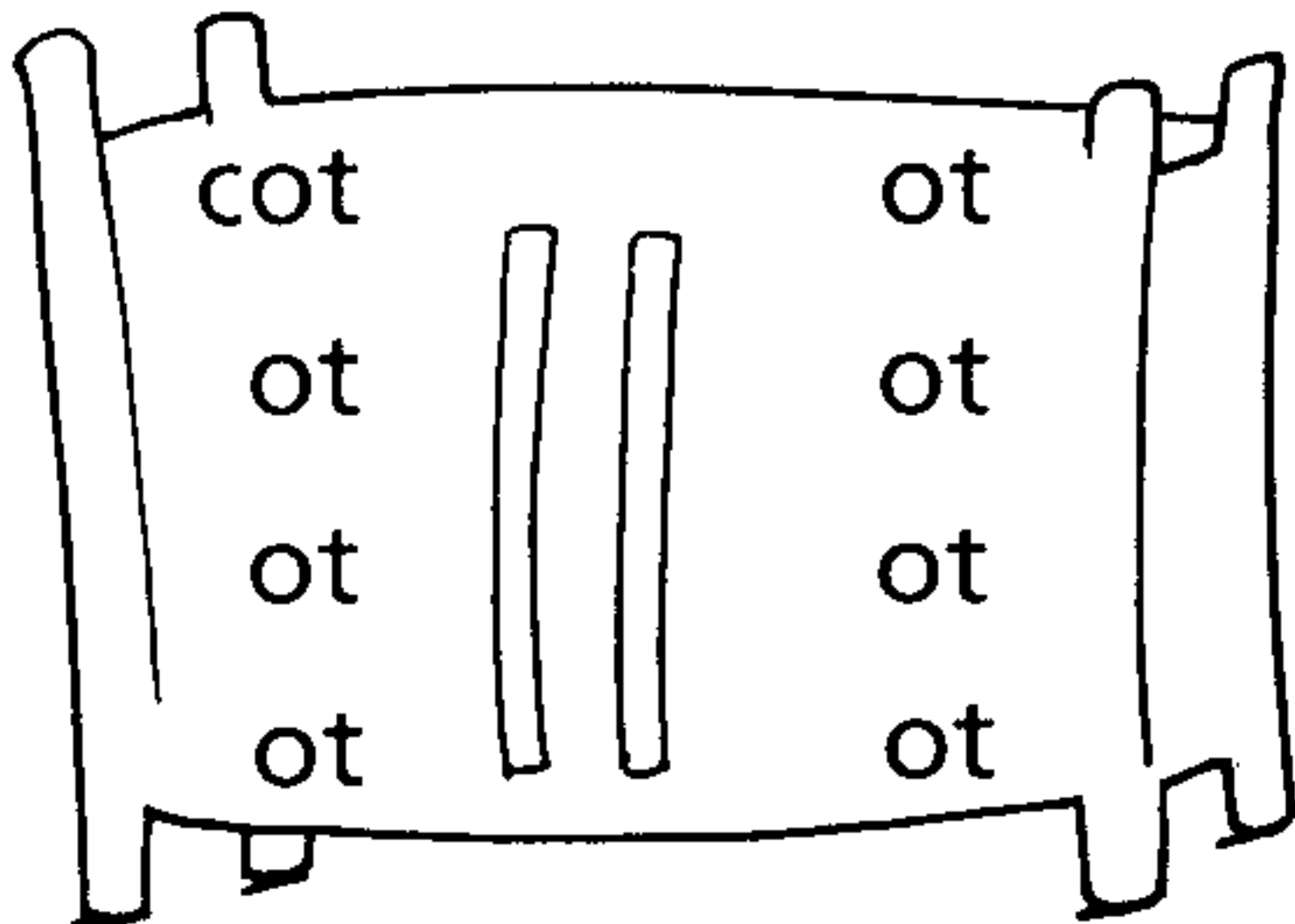
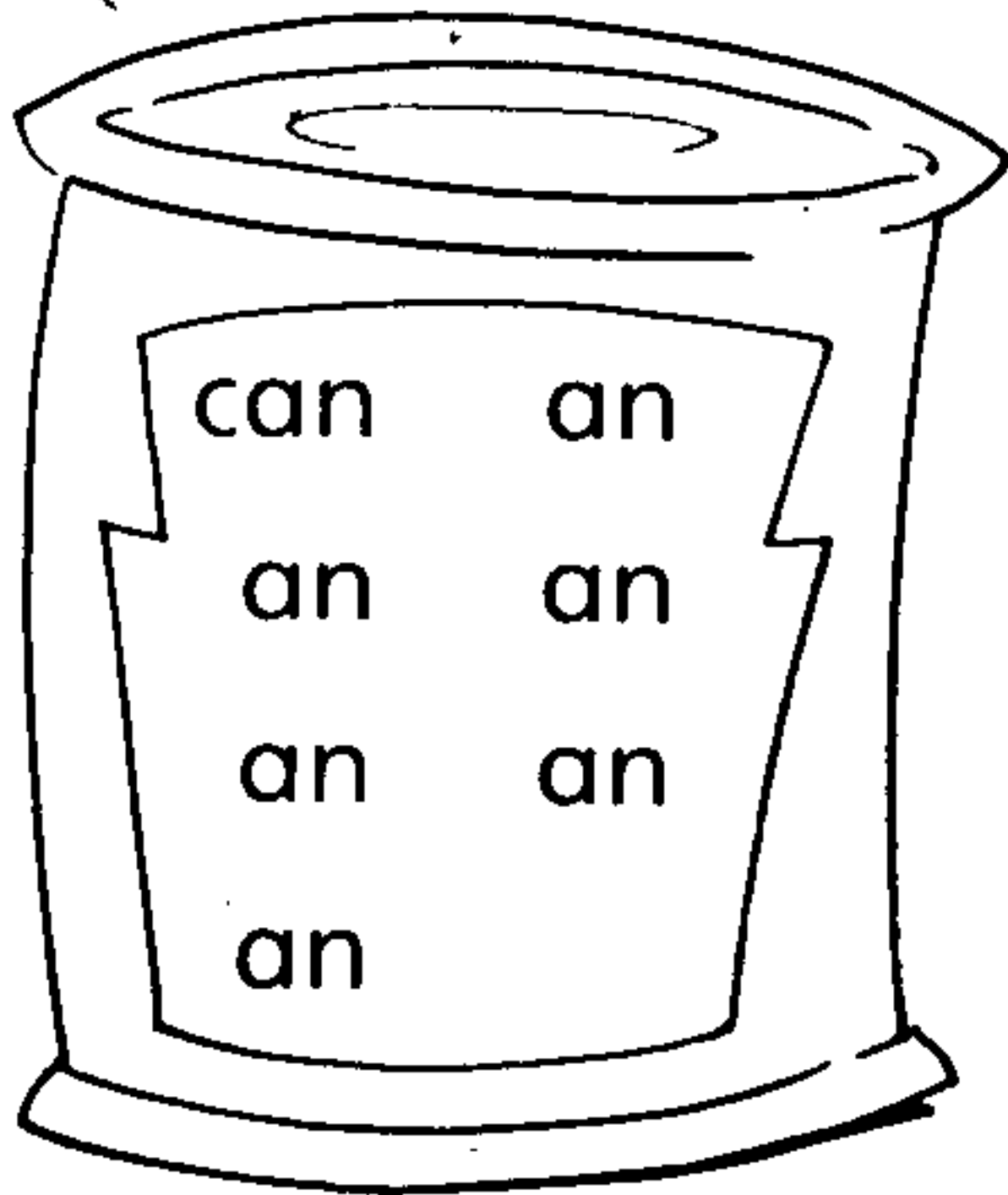
Peer checking and feedback

6. **Follow Up:** Repeat " Make the new words, Using the following letters.

an, ot, ap, at

☆ **Free Writing .... (5 Mins.)**

Level: 1 Term: 3 Week: 6 Day: 1	Worksheet	Communication

Make rhyming words

Level: 1 **Term: 3** **Week: 6** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- present some excuse
- know how to apologize

2. Function: Apologizing

3. Activity: Dialogue practice, Role Play

4. Material: Flash Cards

---

5. Procedure:

a. Presentation.

- Draw an outline of a classroom on the board. Explain the situation to your class.

> ***"Here is your class room. I'm taking your role-call. Asim is late and he is standing at the door. He is asking permission to come in. What will he say and how will he apologize?"***

- Write the following dialogue on the board and explain how we apologize.

St. **May I come in, Madam.** **Tr.** **No, you cannot. You are late.**

St. **I 'm sorry, Madam.** **Tr.** **Alright, come in**

St. **Thank you, Madam.**

b. Practice.

Step 1 Say Asim's dialogue and the class repeats after you. Then say Teacher's dialogue and the class repeats in chorus.

Step 2 Now you say only Asim's dialogue and the class says teacher's lines (first) and then vice versa.

Step 3 Divide the class into two sections. Students from section A repeat Asim's lines and the other students from section B repeat Teacher's lines.

c. Further Practice

- Make flash cards for the following situation and distribute randomly. Make two similar cards for each situation so that many students could take part.
- Students repeats the same dialogue, using the new situation from the cards and exchange dialogues
- Every time you should highlight the situation on the board.

Situations:

Sorry Madam, I got up late.
I missed the bus.
The van did not come.
I fell down on the road.

Note: Be careful for contraction and intonation. Highlight the stressed words.

Level: 1 Term: 3 Week: 6 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and understand the text
- read and follow the difficult word

2. Skills: Reading comprehension (Silently)

3. Topic: 'Imran and Deeba Play Cricket'

4. Material: Text Page (**Imran and Deeba Play Cricket**), Worksheets

---

5. Procedure:

a. Pre Reading

- Write the following words on the board and ask them to guess what they are going to read in today's lesson.

  Playing, bowling, fast, bat, running, ball

- When they guess, write the topic on he board
- Talk about cricket and check what information they have about the game.

b. Text Page

- Talk about the picture. Ask the names of children and what they are doing. Ask various questions about the picture.

c. Vocabulary

- Write the word – **swing** and read aloud.
- Ask if they have any idea about it.
  - **Have you seen swings in the park?**
  - **Who like swings more – girls or boys?**
  - **When do the boys swing the ball?**

d. Worksheet (Pair Work)

Task 1. True or False

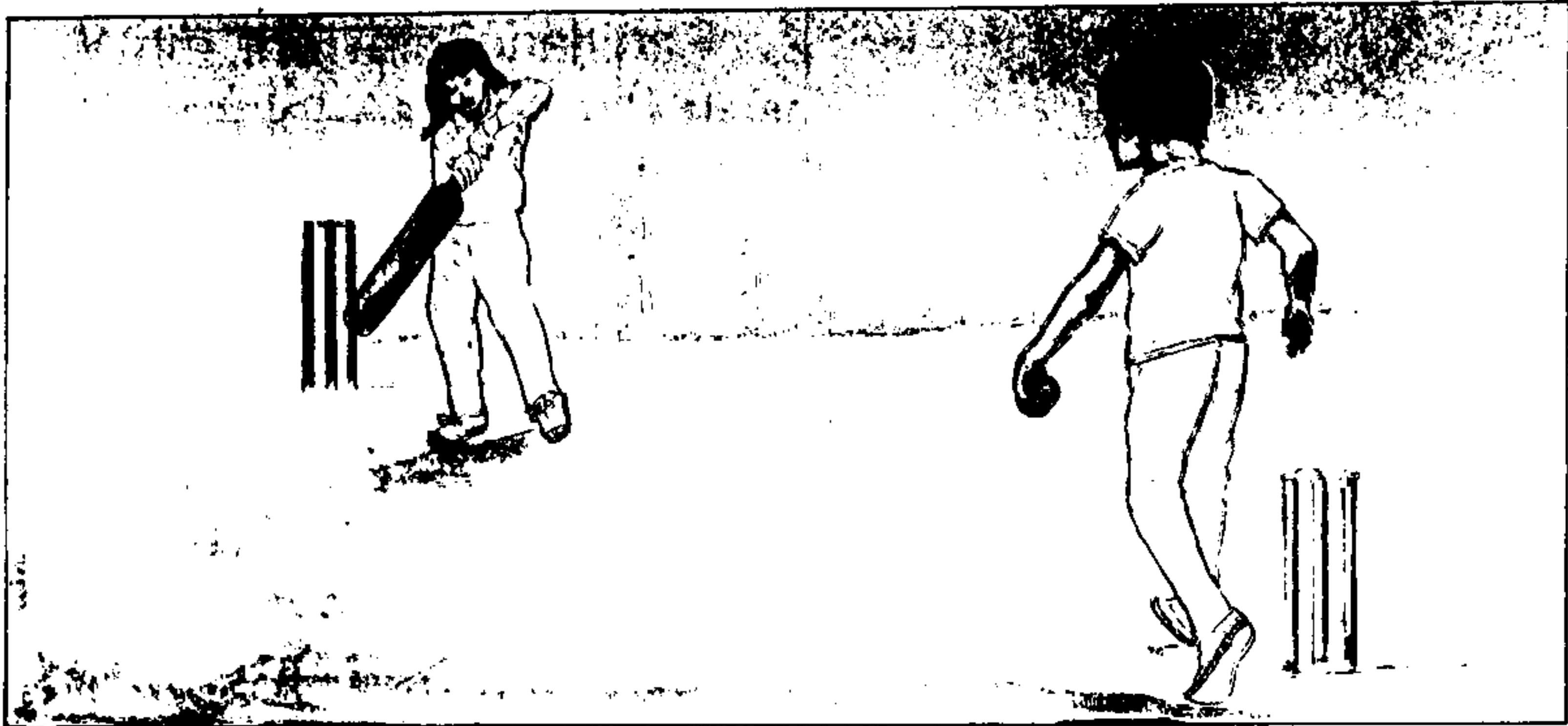
Task 2 Write what Imran and Deeba can do.

Task 3 Vocabulary Check

Peer checking and feedback

6. Follow Up: Write three things you can do in a game, you like to play. Also write the name of the game.

Level: 1 Term: 3 Week: 6 Day: 3	Reading Text

Imran and Deeba Play Cricket

Imran can play cricket. He has a ball. He can bowl. He is a fast bowler. He can swing the ball well. Imran's ball is red. It is small.

Deeba is Imran's sister. She can play cricket too. She has a bat. She can bat well. She is not afraid of the ball. She hits the ball well.

Level: 1 Term: 3 Week: 6 Day: 3	Worksheet	Date

Task 1:- **True (✓) or False (×)**

_____ Imran can play hockey.

_____ He can bowl fast.

_____ Imran can not swing the ball.

_____ Imran's ball is big.

_____ Deeba can not play cricket.

_____ she is afraid of the ball.

_____ She is Imran's friends.

Task 2.: **Write what:**

Imran can do.	Deeba can do.
1. ____________	______________
2. ____________	______________
3. ____________	______________

Task 3: **Tick the right answer.**

Imran can swing the ball because …………

- __________ He throws the ball very slow.
- __________ He throws the ball very fast.

Level: 1 Term: 3 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - use apostrophe s to show possession
2. **Function:** Writing about possessions
3. **Activity:** Reading and Writing about the Picture
4. **Material:** Worksheets (**Whose Are These?**)

---

5. Procedure:

a. Pre- Writing

- Talk about possession and explain that sometime we use- **of** - and sometimes we use apostrophe **'s** for showing possession. Write examples on the board.

Book of Nasim ------- Nasim's book

- Add more examples to explain.

b. Worksheet (Pair Work)

- Explain the task. Ask them to read the paragraphs aloud one by one or you read and they follow you. One is about Ahmed and the second is about Karim. They are supposed to write short answers as given in Example No. 1
- Students take one item form the picture and read the paragraph to find out its possession

Peer checking and feedback

6. Follow Up:

' Students will write about the things of their family members, using apostrophe 's. **e.g. My father's cap.**

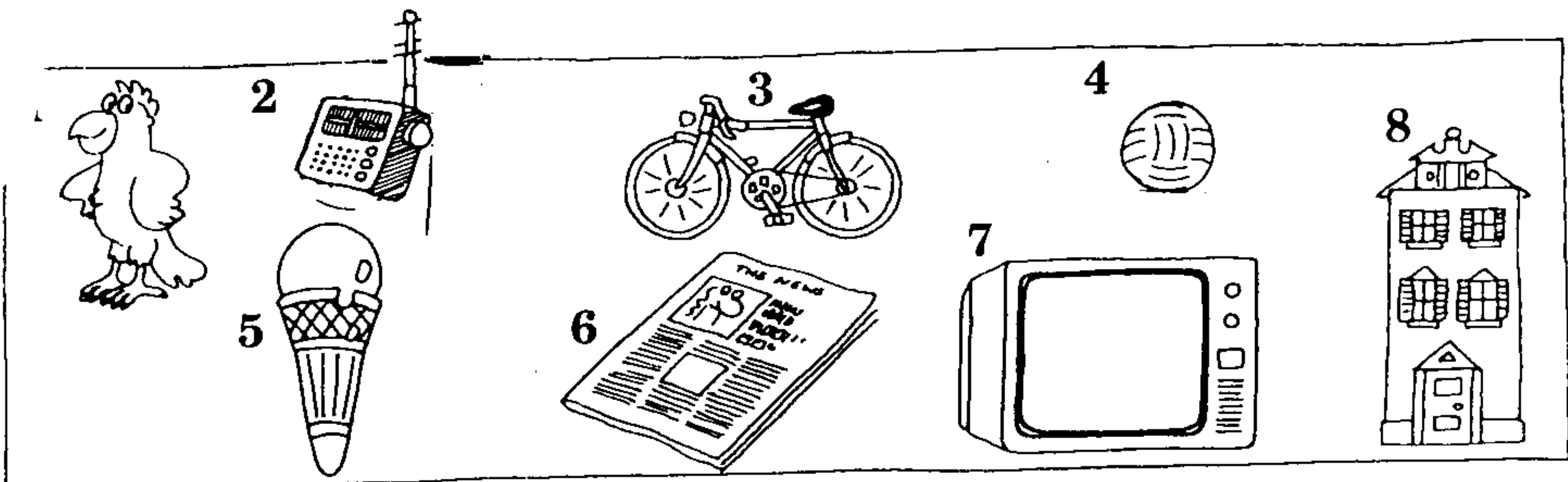
☆ Free Writing ....(5 Mins)

Level: 1 Term: 3 Week: 6 Day: 4	Worksheet	Date

Whose are these?

This is Ahmad. He lives in an old house which has two storeys. He has a parrot. Ahmad rides to his office on his old bike. He likes to read news paper too. In the evening he listens to radio.

This is Karim. He lives in a small house near the mountains. His favourite food is an ice cream cone. He likes watching TV with his family. His favourite sport is football.

Task: Read the above passages and find out:
Whose thing are these?

1. An old house is Ahmad's.
2. ____________________.
3. ____________________.
4. ____________________.
5. ____________________.
6. ____________________.
7. ____________________.
8. ____________________.

Level: 1 Term: 3 Week: 6 Day: 6	Assessment

Task 1.

a. **Form new words adding which give long vowel sound.** (1)

1. mad _______ 2. fat _______

3. car ______ 4. rat _______

b. **Add some consonants before and after the following vowels and make words.** (1)

an ot ap at

________ ________ _______ _______

Task 2. **Apologize to your teacher for coming late. Give a reason.** (2)

St. May I come in?

Tr. No, you can not. You are late.

St. ____

Task 3. **Write three things you do every day.** (2)

1. I take milk in breakfast.
2. ______________________________
3. ______________________________
4. ______________________________

Task 4. **Read the following text and do the task.** (3)

Razi is a good player. He can play football. He can hit the ball very hard. He plays with his friends daily in the evening. He also plays cricket but only on Sundays.

Write answers . (3)

1. **How many games can Razi play?**

____

2. **Which game does he like more?**

____

3. **On which day does he play cricket?**

____

Lesson Plans
(English)

Level: 1

Term: 3

Week: 7

Communication	Reading	**Writing**	**Assessment**
• Read your Alphabet • Riddles **(About Animals)**	• Text: "**Every Day**" • a. Reading Aloud b. Word Making	• Crossword Puzzle **(Number)**	×

Level: 1 Term: 3 Week: 7 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - read the letter sound and their words
   - pronounce the sounds properly
2. **Function:** Recognizing the sounds
3. **Activity:** Reading the Alphabet and their sounds
4. **Material:** Worksheets **(Read your Alphabet)**

---

5. Procedure:

a. Presentation

- Tell your students they are going to read the sounds of alphabets once again.

b. Worksheet

- Distribute the worksheets and follow the procedure.
- You read each line and the class follows you. Read in the following manner.

A. __ A says Ay ... Annie has an alligator.

C __C says Ka ... Connie has a camel in his car.

1. **Reading Aloud** (by the teacher)

2. **Group Reading**
   - Make groups taking three members in each.
   - Each group reads one Letter Line at a time one by one. (form A – Z)

3. **Paired Reading.**
   Make pairs and ask each pair to read one letter line one by one.

4. **Individual Reading**
   Each child stands up one by one and reads his line.

6. Follow up:

Ask your learners to write any five Letter Lines of Alphabet.

⋆ Free Writing .... (5 Mins.)

Level: 1 Term: 3 Week: 7 Day: 1	Worksheet	Date

Task: Read your Alphabet. **(Reading Aloud)**

A a Annie has an alligator in her attic.

B b Ben has a buffalo in his bed.

C c Connie has a camel in his car.

D d Dan has a dinosaur on his back.

E e Ellie has an elephant in her engine.

F f Felix has a fox in his fish tank.

G g Gita has a gorilla in his garden.

H h Harry has a hamster in his hat.

I i Izzy has an insect in her ink.

J j Iack has a jelly fish in his jug.

K k Katie has a kangroo in her kitchen.

L l Lee has a lion on his lap.

M m Molly has a monster on her mat.

N n Net has a newt in his net.

O o Ollie has an octopus in his office.

P p Penny has a penguin in her pack.

Q q Queenie has a quail on her quilt.

R r Robbie has a rabbit in his rocket.

S s Sally has a seal on her seesaw.

T t Tom has a tiger in his tent.

U u Urwin has an umbrella bird in his underwear.

V v Vicky has a vulture in her van.

W w Wedy has a walrus in her wardrobe.

X x Alex has an ox in his box.

Y y Yousef has a yak on his yacht.

Z z Zara has a zebra in her zoo.

Level: 1 **Term: 3** **Week: 7** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and guess
- listen and check

2. Function: Talking about animals

3. Activity: Riddles about Animals

4. Material: Worksheet **(Riddles)**

5. Procedure:

a. Presentation

- Tell them they are going to play riddles so they must listen attentively.

b. Listening

Task 1

- Ask them to sit in a group of three members
- They will listen and guess the answers and write the number of each riddle under the correct animal.
- Before writing the number of riddle, they should discuss with their group member.
- You should read about each animal from two or three times.

Task 2 Read the text again and ask them to put ✓ in the required boxes.

Feed back and peer checking

Listening Text

(Riddle about Animal)

1. I have hair on my neck.
I like grass.
People ride on me.
What am I?

2. I have two horns.
I like grass.
I give milk.
What am I?

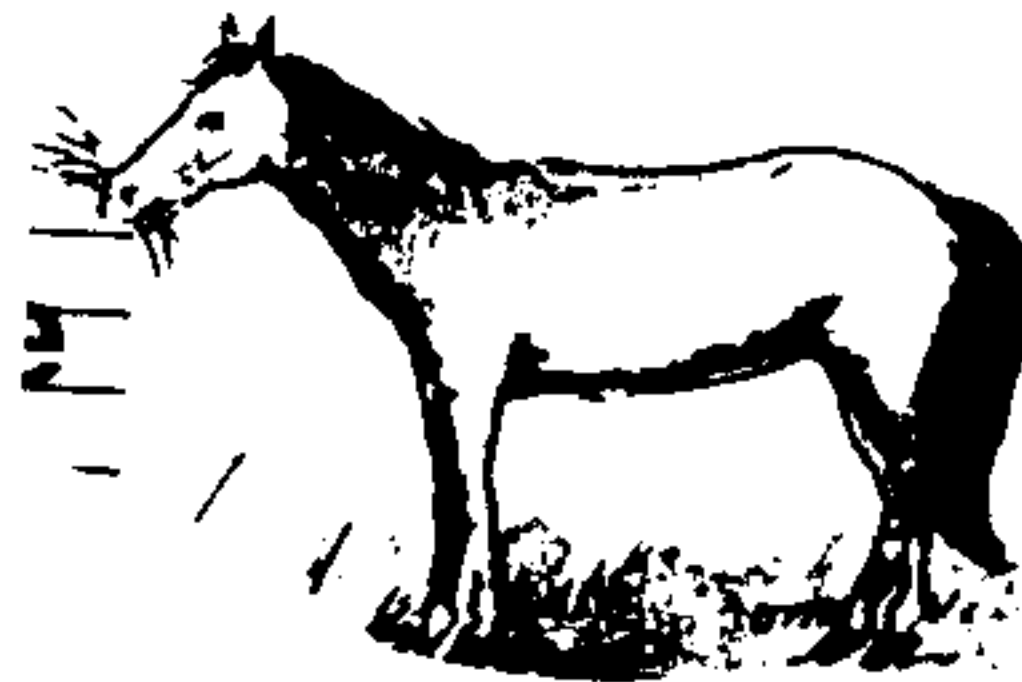
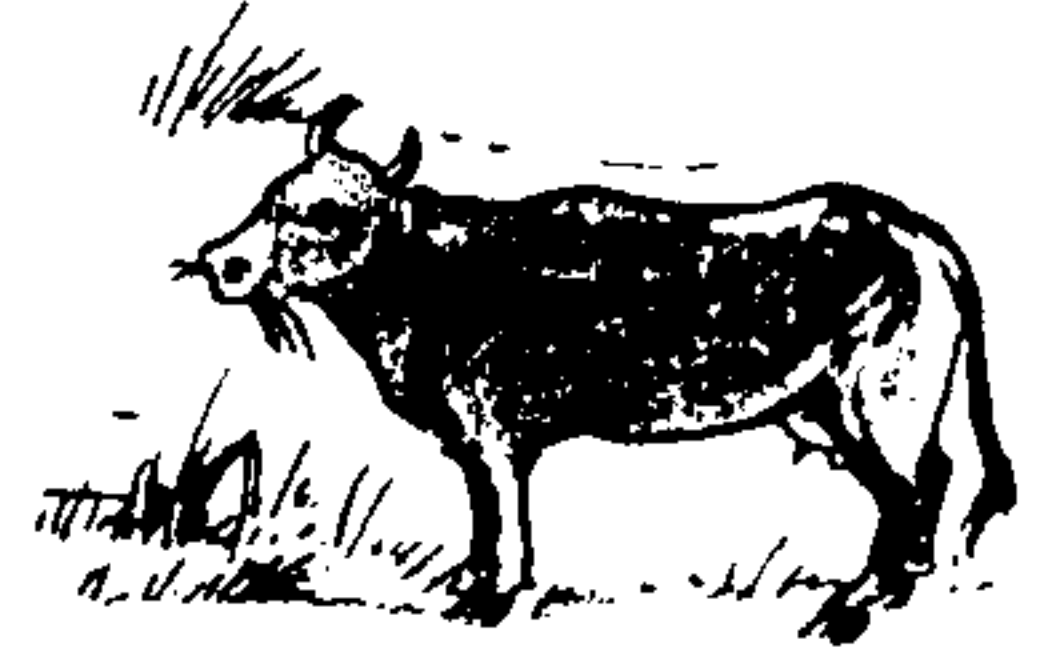
3. I have feathers and a beak.
I like grains.
I lay eggs.
What am I?

4. I have sharps paws.
I like fish.
I purr.
What am I?

5. I have a yellow beak.
I like worms.
I can swim.
What am I?

6. I have sharp teeth.
I like meat and bones.
I run after cats.
What am I?

Level: 1 Term: 3 Week: 7 Day: 2	Worksheet	Date

Task 1: Listen and write the number of riddle under the animal.

Task 2: Listen and put a ✓ in the boxes what the animals like to eat.

	Horse	Dog	Cow	Duck	Cat	Hen
like grass						
like grains						
like fish						
like worms						
like meat and bones						

Level: 1 Term: 3 Week: 7 Day: 2	Worksheet	Date

Task 1: Listen and write the number of riddle under the animal.

Dog Hen Cow

Cat Horse Duck

Task 2: Listen and put a ✓ in the boxes what animals like to eat.

	Horse	Dog	Cow	Duck	Cat	Hen
like grass						
like grains						
like fish						
like worms						
like meat and bones						

Level: 1 Term: 3 Week: 7 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and understand the text
- read for general idea of the text

2. Skills: Reading Comprehension (Silently)

3. Topic: 'Every Day'

4. Material: Text Pages (**Every Day**), Worksheets

---

5. Procedure:

a. Pre Reading

- Ask the following questions.
  1. Do you know that women also work like man and earn money.
  2. When do the city women work?
  3. When do the village women work?

b. Announcement of the topic

Write the topic on the board and tell them they are going to read a story of a village woman and city woman.

c. Text Page

There are two paragraphs on the text page. Ask them to have a look at them and tell.

No. 1 is about __________

No. 2 is about __________

d. Worksheet

Distribute the worksheets and ask them to read the text page themselves for each task. They should read and do the task one by one. After doing the task, get the class to have peer checking and then give feedback.

Task 1. **Fill in the boxes.**

Task 2. **Rewrite the story.**

Task 3. **Vocabulary**

6. Follow Up: Write two lines for Mrs Khan and two lines for Bhagi

Level: 1
Term: 3
Week: 7
Day: 3

Reading Text

Every day

Mrs Khan is a woman. She works in an office. She goes to the office every day.
She earns a lot of money.

Bhagi is a woman. She goes along the street every day. She carries a sack.
She collects old paper. She sells the paper to a man.
She is very poor.

Level: 1 Term: 3 Week: 7 Day: 3	Worksheet	Date

Task 1: You are reading stories of two women.
Read again and fill up their boxes.

No. 1		No. 2
Mrs. Khan	→ Name →	
	→ Works in →	
	→ Poor / Rich? →	

Task 2: The story of Bhagi is mixed up. Rewrite the correct story.

Bhagi is a girl. She lives in a city. She works in an office. Every day, she goes along the streets. She collects and sells paper to a woman. She is very a rich woman.

____

____

____

Task 3: Choose the right answers. (does not earn / earns)

Bhagi is very poor because she _______ a lot of money.

Mrs. Khan is rich because she ______ a lot of money.

Level: 1 Term: 3 Week: 7 Day: 4	Worksheet **Word Making**	Date

Task 1: Connect the letters in the boxes and make word. Write the words in the spaces.

A.

Read the words aloud, then write them.

h	ou	r	__________
c		nt	__________
r		nd	__________

r	oa	d	__________
b			__________
c		t	__________

B.

Read the words aloud, then write them in the spaces.

f	u	s	__________
g			__________
b		n	__________

c	o	me	__________
s			__________
l		ve	__________

Level: 1 Term: 3 Week: 7 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
a. read for fluency and with correct pronunciation
b. learn spellings of the words

2. Skills: a. Reading Aloud
b. Vocabulary

3. Topic: a. Every Day, b. Word Making

4. Material: Previous day's text page, b. Worksheets **(Word Making)**

---

5. Procedure:

a. Reading Aloud **(20 Mins.)**

- Follow the suggested procedure

b. Fun Activity **(20 Mins.)**

Make Words

- Explain how words can be made.
  1. Put the middle letters in the middle
  2. Take the letter from the 1st box and add before the middle letters and the take the letters form the 3rd box. Add after the middle letters. Now it makes a word.
  3. Write an example on the board and discuss each word orally.
     h + ou + r = hour

☆ **Free Writing .... (5 Mins.)**

Level: 1 Term: 3 week: 7 Day: 5	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - write the numbers in words
   - learn the spelling of the number words
2. **Function:** Learning the Spellings
3. **Activity:** Crossword Puzzle
4. **Material:** Worksheet (**Crossword Puzzle- Number**)

---

5. Procedure:

a. Preparation

- Prepare your class that they are going to do a Crossword Puzzle in which they will do some Maths work.
- Draw a simple grid on the board and explain how **Across** boxes and **Down** box can be filled in. Mention some cues also.

2 × 2 = 4

f	o	u	r

b. Worksheet (Pair Work)

- Distribute the worksheets and make them understand how to fill in the crossword puzzle. Discuss each clue orally.
- Peer checking and feedback. Put up the answers on the board.

c. If time allows, ask them to copy the number words in alphabetical order.

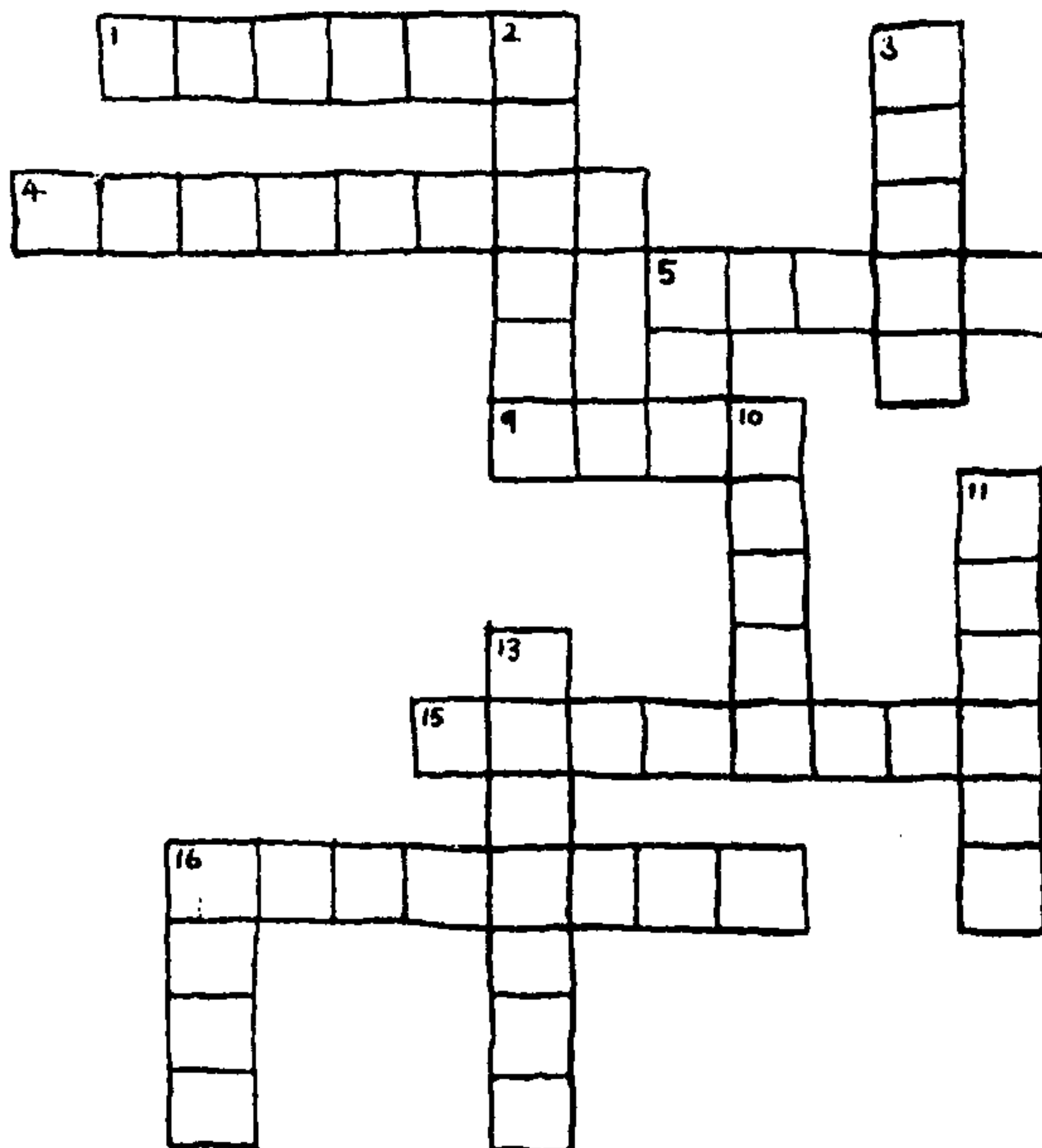
6. Follow Up:

Write the following in words

3, 7 , 10 , 13 , 15 , 10 , 20,

Level: 1 Term: 3 Week: 7 Day: 5	Worksheet	Date

Crossword Puzzle (Number)

Task 1: Look at the clues, solve the sums and fill in the boxes with their answers in words

Across

1. 6 × 2
4. 8 + 11
5. 1 + 2
9. 3 × 3
15. 3 × 6
16 2 × 7

Down

2. 10 + 1
3. 3 + 4
10. 4 × 2
11. 10 × 2
13. 8 × 2

Task 2: Copy the number words in alphabetical order

________ ________ ________ ________ ________

________ ________ ________ ________ ________

Lesson Plans
(English)

Level: 1

Term: 3

Week: 8

Communication	Reading	Writing	Assessment
• Making Pair of Words • Asking and talking of time	• Poem " **My Doll** "	• About Party **(Past Form)**	✓

Level: 1 **Term: 3** **Week: 8** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- make new words by changing vowels
- pronounce the vowel sound properly

2. Function: Recognizing the difference of sounds

3. Activity: Reading Aloud

4. Material: Worksheets (**Pair of words**)

5. Procedure:

a. Introduction

- Explain the examples on the board how words change with the change of vowels.

e.g. **Man ------- Men**
Cup -------- Cap

b. Procedure

Distribute the worksheets and follow the procedure

1. **Make the learners do silent reading**
2. **Explain the difference of sounds and the change of vowels which make different words.**
3. **Read the words in pairs (*men – man*) and make the learners repeat after you in chorus. Take A and B part one by one together.**
4. **Divide the class in two section. One section reads aloud one pair of words from A- part and the other section reads aloud another pair of words from the B-part**

c. Worksheet

Task 2. Ask them to make pair of words by changing vowels. They can take help from the above pairs of words.

Peer checking and feed back

6. Follow Up:

' Write five pairs of words'

⋆ **Free Writing .... (5 Mins.)**

Level: 1 Term: 3 Week: 8 Day: 1	Worksheet	Date

Task 1: Read the pair of words aloud.

A			B		
men	……	man	cap	……	cup
fed	……	fad	fan	……	fun
ten	……	tan	ran	……	run
pet	……	pan	cap	……	cup
set	……	sat	cat	……	cut
pen	……	pan	bat	……	but
beg	……	bag	rat	……	rut

Task 2: Make pairs by changing vowels

men _______ cat __________

__________ fun ___________ tan

beg _________ ran __________

___________set ___________ fad

pen _________ cap ___________

__________ pan ___________ fun

bat _____ ____ pet ___________

Level: 1 Term: 2 Week: 8 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- tell the time
- read the watch

2. Function: Telling and Asking Time

3. Activity: Dialogue Practice

4. Material: Class board

5. Procedure:

a. Presentation.

- Draw the clocks simply on the board showing time.
- Five o'clock, seven o'clock, eight o'clock and ten o'clock.
- You ask time and students answer by looking at the board.

Tr. What time is it? **St. Madam, It is five O'clock.**

b. Practice.

- First drill in chorus for question and answer (Many times).
- Select a brighter student to answer your question (four students for each clock).

c. Role-play.

- Student A asks questions and Student B gives answers.
- Continues practice in role-play with the rest of the students in class.

d. Further Practice.

- Write a reason with time on the board.

five o'clock ------ play time
seven o'clock ------ T.V. time
eight o'clock ------ dinner time
ten o'clock ------ bed time

- Write the dialogue on the board and practise with students in choral drill and also in role play. ,

St.1. What time is it?
St.2. It's ten o'clock.
St.1. Oh! Great. It's playtime.

Note: Remember to use contraction and intonation. Underline the words which will be stressed e.g. **what, time, ten, great, play.**

Level: 1 **Term: 3** **Week: 8** **Day: 3**	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read the poem in a rhythmic way
   - read and enjoy the poem
2. **Skills:** Reading for Pleasure
3. **Topic:** 'My Doll'
4. **Material:** Poem Page (**My Doll**)

---

5. Procedure:

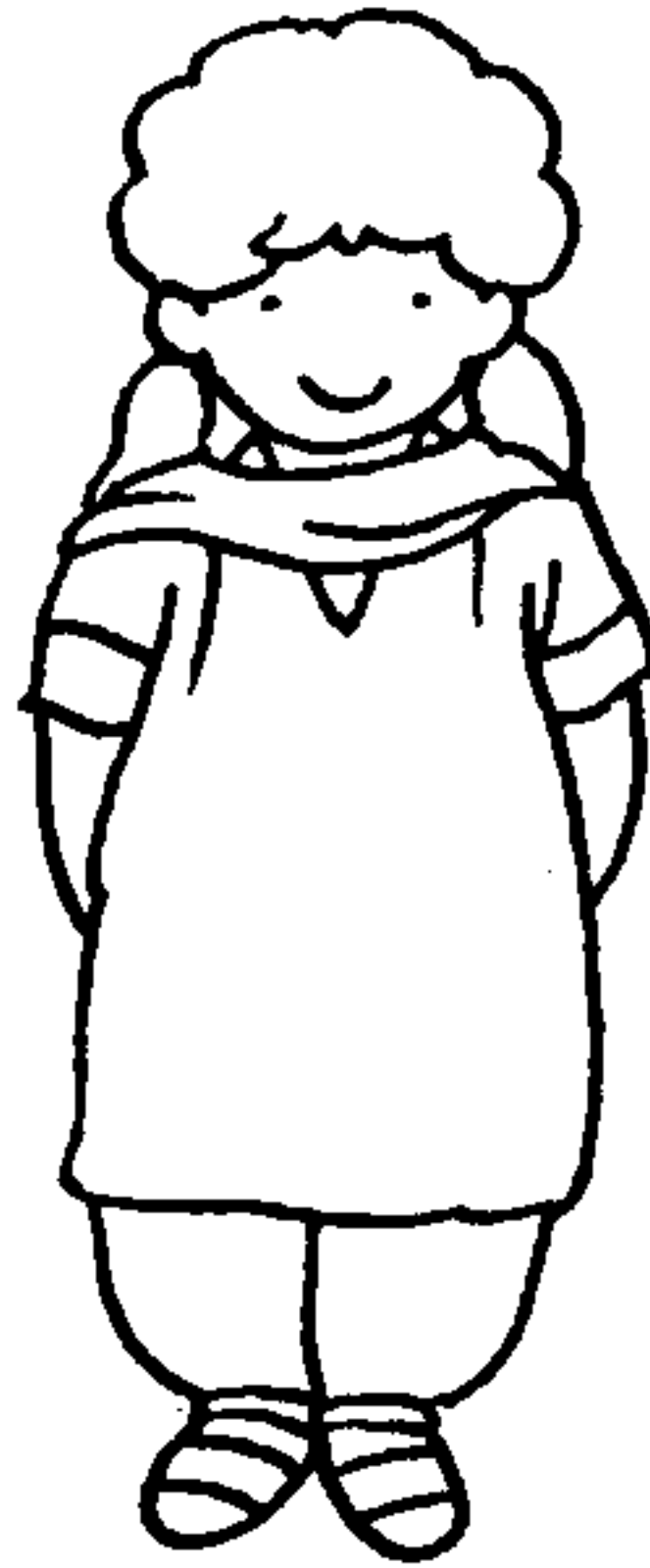
Poem Reading

a. Follow the procedure as suggested in **Term 1st and Term 2nd** for Poem Reading

b. Do as directed on the poem page.

⋆ **Free Writing .... (5 Mins.)**

My doll

This is a doll.

Read this:

My doll is cheerful and gay
She likes to sing and play.
I love her very much
She is so soft to touch.
At night she sleeps upon my bed
Right on the pillow near my head.

Now colour your doll like this:

1 Her hair is *black.*
2 Her eyes are *white* with a *black* spot in the middle.
3 Her face is *brown.*
4 Her lips are *pink.*
5 Her kameez is *red.*
6 Her shalwar is *yellow* with *white* stripes.
7 Her dupatta is *yellow.*

Level: 1 Term: 3 Week: 8 Day: 4	Lesson Plan	Writing

1. Objectives: The learners will be able to:
- talk about the past events
- write answers of the questions about past

2. Function: Writing about past events

3. Activity: Dialogue completion

4. Material: Worksheets **(About the Party)**

---

5. Procedure:

a. Pre –Writing

Prepare your class that they are going to write about **Talha** who has just come after attending a birthday party of his friend. His sister is asking about the party. Talha's answers are given in the big box, but they are written in a mixed form. Ask your learners to read questions and find suitable answers for each question and write answers under the picture.

b. Oral Practice

- Distribute worksheets
- Before asking them to write, ask questions orally on each picture. Ask them to find answers form the box and give responses orally.

c. Writing (Pair Work)

Ask them to write answers in the picture boxes.

d. Further - Practice

- Ask them to think about any party, they have attended before and write few lines about that party as Talha has told about his party.
- Give them paper sheets or C/Work copy to write on it

6. Follow Up:

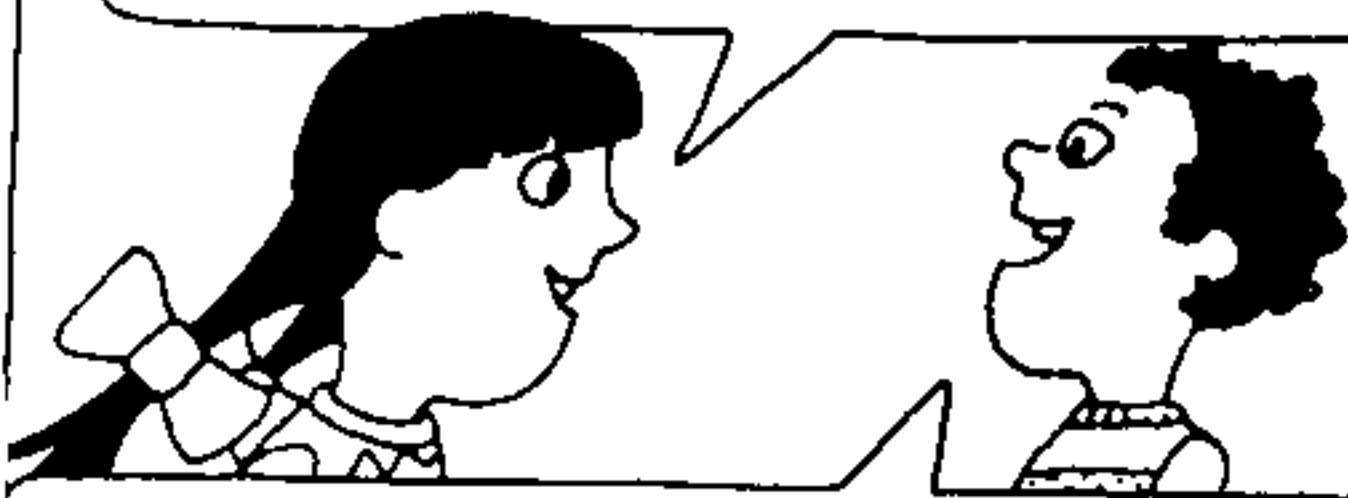
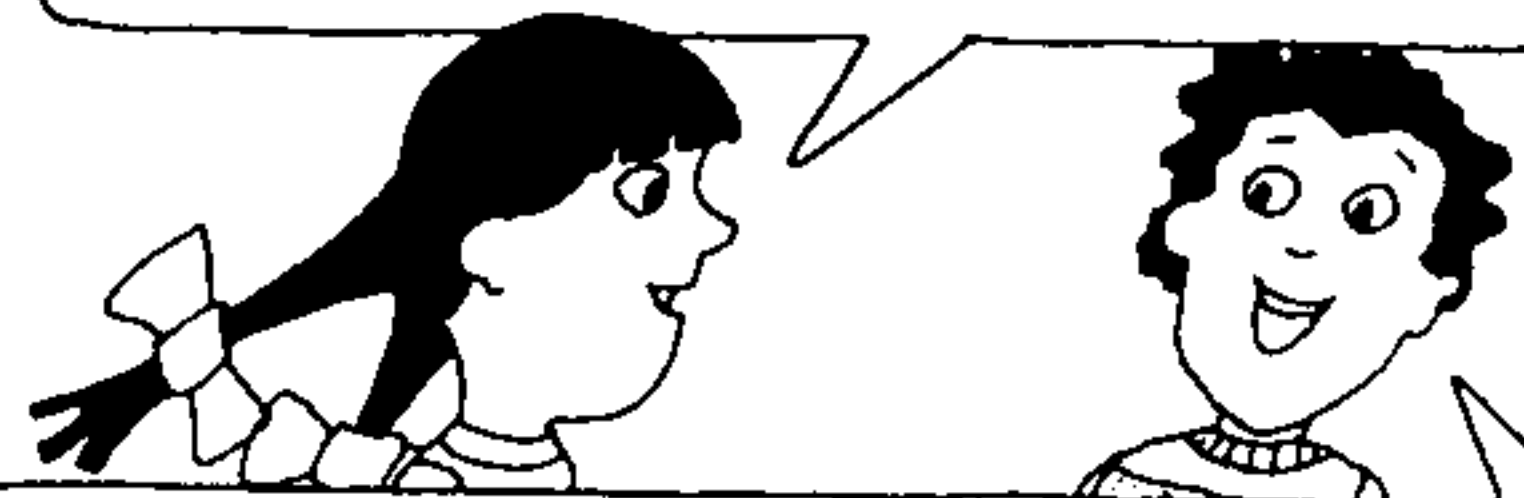
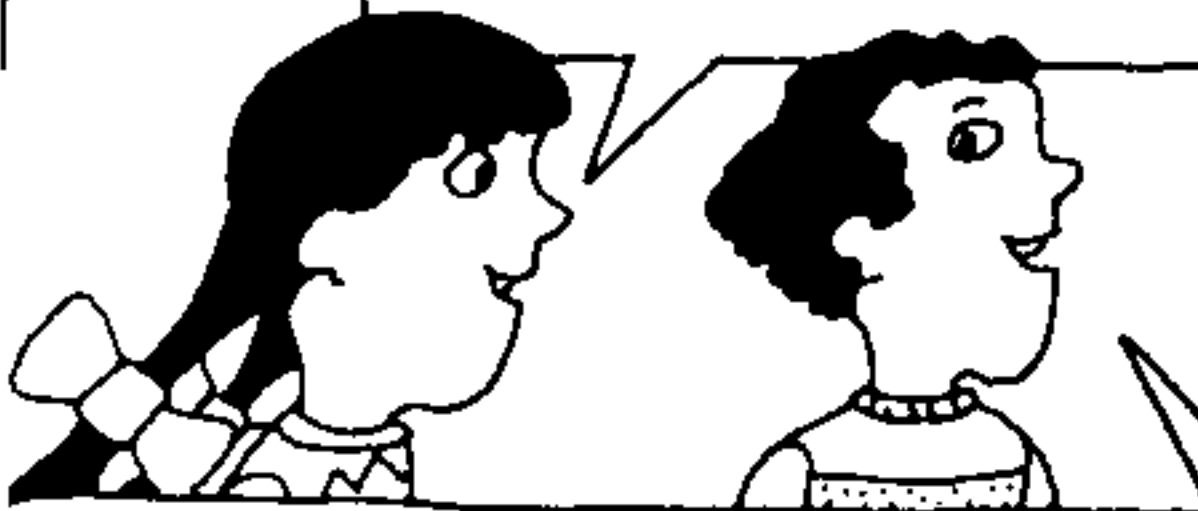
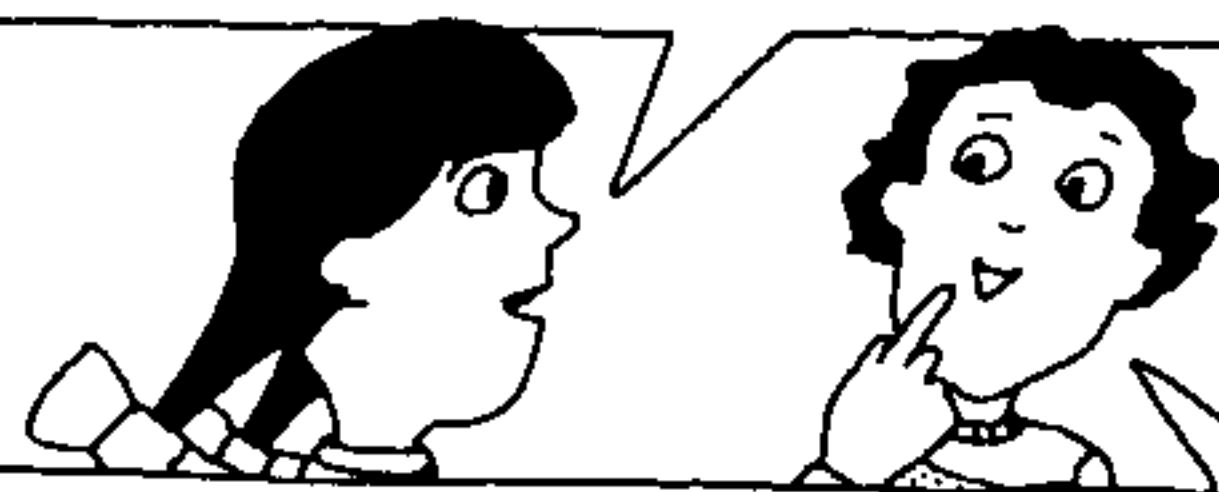
Repeat Task ----- D

Level: 1
Term: 3
Week: 8
Day: 4

Worksheet **Date**

About the Party

Task: **Write Talha's answers in the correct picture.**

I took a present.
Yes, he went too.
I saw my friend **Amir**
I went to a party.
Yes, I did.
We played hide and seek.

Level: 1 Term: 3 Week: 8 Day: 6	Assessment

Task 1. **Make pairs by changing vowels.** (2)

man __________

ran __________

pet __________

cap __________

Task 2 **Complete the dialogue.** (2)

Tr. What time is it ?

St. It is ________________ (5:00)

Task 3. **Match questions with their answers.** (2)

1. Where did you go last Sunday?	I met my Uncle.
2. Who did you meet there?	I eat Bun Kabab.
3. Did you visit any place?	I bought story books.
4. Did you buy any thing?	I went to Lahore.
5. What did you eat?	I visited Shalimar Garden.

Task 4: **Read the story and do the task.** (4)

Gulabo is a woman. She lives in a village. Her husband is a farmer. He goes to the fields early in the morning and works hard. She helps her husband in the fields. They are poor because they do not earn a lot of money.

Tick ✓ for correct and × for wrong sentences.

_______ **Gulabo is a farmer's wife.**

_______ **Her husband does not work hard.**

_______ **They are poor because they earn a lot of money.**

_______ **Gulabo also works in fields with her husband.**